



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SHIKSHAN PRASARAK SANSTHAS COLLEGE OF EDUCATION SANGAMNER

SANGAMNER COLLEGE CAMPUS, NASHIK - PUNE HIGHWAY, AT POST
GHULEWADI, TAL. SANGAMNER DIST. AHMEDNAGAR. MAHARASHTRA

STATE

422605

www.spsbed.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Shikshan prasarak sansthas College of Education was established in 2008, is the outcome of the sincere and dedicatory efforts of the shikshan prasarak sansthas member under the leadership of Dr. Sanjay Malpani was the sole inspiration behind the foundation of the College. His vision and love for education made Dr. Sanjay Malpani to work hard with the co-operation of the local residents towards the establishment of this institution. The institution on the way to be recognized by the NCTE and affiliated by the Savitribai Phule Pune University Pune. Shikshan Prasarak Santa's college of Education is located in a rural area of Ghulewadi Sangamner Dist. Ahmednagar and is well known for its excellent teacher training. The college is known as a competent training centre for the number of students in the college, students from other tahsil are enrolling in the college. Students choose this college because of its scenic environment, qualified professors for teaching, suitable materials for study and teaching and other complementary educational activities.

ABOUT THE MOTHER INSTITUTE- The Shikshan Prasarak Sanstha was established in 1960 to provide higher education in rural areas like Sangamner with the aim of providing education to only the poor and talented students in the environment where there is a large number of farmers, farm laborers and workers in places where large scale labor and agriculture is done. Teacher education training was started in 2008 considering future vocational education. A building equipped with study and teaching aids was constructed with the aim of enabling students from rural areas to do better teaching work as teachers. The children of farm labourers, farmers, and middle class families started to dream of becoming teachers due to this teacher education facility. Till date thousands of students have completed teacher education training. A well-equipped library, an academically oriented faculty are its features. The institute states in its motto that education should reach to the last element with the aim that the institute, "Think Globally, Act Locally" is the guiding principle of the Institute & the College of Education.

Vision

VISION OF THE INSTITUTE - Any Institute have its own mission and Vision its help to develop the view for the educational and administrative structure for the establishing a broad success in the future. SPS College of Education such institution have its own pathway for the development and the educational goal with the help of Mission and Vision.

VISION STATEMENT- Our institutional Vision is "Spread Knowledge unto the Last"

1. To make available equal opportunities and ensure support without prejudice based on gender, class, caste, religion and economic status.
2. To ensure recognition as an international leader in holistic education to achieve global competency incorporate and social world.
3. To go beyond the recognized frontiers of social equity and justice and provide pioneering leadership action in bringing together the illiterate and the ignorant towards education to transform human Population into a human resource.
4. To make available globally competitive education infrastructure compatible to the changing challenges of India's nation – building processes.

Mission

MISSION STATEMENT OF THE COLLEGE-

We aim to make local excellence globally competitive by employing innovative and skill based educational Programs for the students from diverse cultural backgrounds.

We strive to boost the self-confidence of our **Students** through their spiritual, moral, intellectual, social, and emotional and physical development by offering Value based education.

1. College take efforts to use in its educational performance different kinds of methodology for awareness to the trainee teacher as well as field visit, guest lectures, lecture series and all academic session arranges to boost the knowledge for the rural student.

2. College enable to arrange through the academic syllabic sessions the Personality Development, Interview skills, Bio-data writing skills, how to use Google Form for evaluation and assessment, SWOT analysis such all skills enable to the students to face educational challenges and barriers. This activity gives the shape the personality of the student.

3. In pandemic situation college and all staff take efforts to complete the syllabus and reach different kinds of knowledge through curricular and extracurricular activities. So that the teacher use technology resources like ZOOM, Google Meet, Google Form, and Whatsup for reaching up to the students. Not only teacher complete syllabic aspect but also reach the content knowledge unto the last bench of the students. Resources helps to reach up to the remote area for spreading the knowledge.

ADMISTRATIVE MISSION.

1. College provide Scholarship Schemes, Vidydhankalash Yojana, Learn and Earn Scheme for helping student with educational support.
2. From the tribal areas students like SC and ST Student College support them with best knowledge and providing facility.
3. College use innovative and new ideas with subjective teaching methodology for the extra ordinary and slow learner's student also. College provide supervise study for weak and poor educational background students.
4. To keep smooth functioning at all work of Administration.
5. To carry out teaching and training programs for aspirants as per norms and standards set by the control bodies such as NCTE
6. To resolve the higher authority department notices for academic function.
7. To do the proper correspondence concerning department
8. To solve properly, Issues and problems regarding to the students

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

A) Institutional Strength

1. College is situated in the middle of the Sangamner City, resulting in ease of public transportation facility to the students.
2. The college has a dedicated and committed team of experienced teaching staff. On an average, 8 professors with more than 10 years of teaching experience are permanent. It is worth noting here that 1 teacher Ph.D. And 8 teachers are set / net.
3. Value added courses on skill and personality development are in place.
4. Motivated principals and committed staff.
5. Favourable environment for education and infrastructure as evidenced by academic performance. A large area surrounded by 56 acres of greenery provides ample opportunities for educational growth.
6. The college caters to the needs of disadvantaged groups of students by providing scholarship and fee concession.
7. A support system that promotes participation in seminars, research activities and publications.
8. Student counselling and Student Complaints Room to meet student needs.
9. The Institution is financially very Sound.
10. Scholarship & Vidyadhan Kalash scheme has been implemented for SC, ST and OBC, Open students.
11. Earn and Learn Scheme for Economically Weak Students
12. Students are prepared to face the interview to get various jobs.
13. Orientation/Refresher program improves the quality of teaching of professors.

Institutional Weakness

Institutional Weakness:-

1. There is a need to modernise classrooms with ICT facilities.
2. No smart/technology enabled classrooms.
3. Number of volumes and journals in the department library need to be increased.
4. Soft skills and communication skills of students need to be improved

Institutional Opportunity

Institutional Opportunities:-

1. Increasing enrolment of students for Sanskrit Pedagogy.
2. More scope to provide quality higher education to rural students.
3. Possibility to Increase the innovation and research in rural areas and harness local talents.
4. Increasing enrolment of students belonging to the marginalized sections including SC, ST and Minority groups.
5. The College has a spacious campus & play ground with scope for further improvements in creation of infrastructure and other physical facilities.

6. The College is located the middle of the city that is quite convenient and accessible for the students from surrounding feeding areas, especially girls who were not allowed by the parents to travel to long distance colleges have got a good opportunity here to achieve their dreams and uplift careers.

Institutional Challenge

Institutional Challenges:-

1. Placement in best ICSE,CBSE schools
2. Unwillingness among the parents and alumni to participate in college developmental activities.
3. Ever growing Competitiveness in various Examinations and demanding eligibility Criteria for recruitment in various services.
4. Less public transport facilities might cause a decrease in the strength of students coming from distant places to the college.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Aspects

Shikshan Prasarak Sanstha's College of Education plans, actions and strategy of implementation are in tune with its duly stated purpose, vision, mission and values. It obtains and uses feedback from stakeholders, in curriculum and institutional planning. It modifies course of action to meet the emerging needs, and develops and deploys action plans to achieve the objectives and ensure effective implementation of the curriculum.

This criterion relates to how a course is either assigned by a university or is fully complemented or enriched by an institution, with the mission and vision statement of the institution based on the permissible freedom in course design is compatible. It also considers the practices of an institution in introducing a wide range of program options and courses that are relevant to regional and national needs in line with emerging trends. Flexibility and diversity are also estimated through this criterion for stakeholder involvement in different levels of learners, career orientation, multi-skill development, and annular updating. The focus of this criterion is captured in the following criterion statements that explain the qualitative aspects and good practices expected of an institution:

1. The institution has a clearly stated and communicated purpose, vision, mission and values.
2. The institution ensures the continued relevance of its programs and existing courses are modified to meet emerging needs.
3. The institute develops and deploys action plans for achieving the objectives and effective implementation of the curriculum.
4. The institute receives and uses feedback from students, alumni, employers, the community, academic peers

and other stakeholders in curriculum development and planning.

5. The major aspects identified under this criterion are: curriculum design and development, academic flexibility, feedback on curriculum, curriculum updates and best practice in curriculum aspects.

Teaching-learning and Evaluation

Teaching-learning and Evaluation

The institution ensures equity and wide access by following the stated policy and is well represented by students from different geographical area and socioeconomic, cultural and educational backgrounds. The entry of the Freshers is made comfortable with the organization of orientation programme. The college has adequate in-built mechanisms which are continually updated to achieve the goals of academic excellence. The college plans and organizes teaching, learning and evaluation schedules by strictly following the University Academic Calendar. The students are engaged in active learning, given comprehensive learning experiences; enabled to manage diverse learning needs and challenges. The practice teaching is a joint venture of the College staff and mentor teachers. The assessment and evaluation scheme is comprehensive, reliable, objective and transparent, outcomes of which are utilized in improving the performance of student teachers. Use of new technologies is quite good in teaching –learning. Unit tests are conducted to assess the academic needs of the students. Slow learners and advanced learners are identified through such analysis. Remedial classes are arranged to help the slow learners to adapt to the rigorous teaching learning process and to make credible academic progress. Specialized classes are organized for enhancing the competence and performance of advanced learners. Creating question banks, regular evaluation and assessment of questions and generation of material/content for summative exams are some of the best practices of the college. International and National seminars/conferences/ workshops, invited talks, and discussions are an integral part of our Learning process.

The focus of this criterion is captured as follows -

1. The institution has a transparent admissions process and ensures that the defined admission criteria is equally applicable to all applicants.
 2. The institution engages its students in active learning.
 3. The assessment and evaluation plan is comprehensive, reliable, objective and transparent and students are well informed in advance
 4. Evaluation and evaluation results are used to improve the performance of students and course transactions.
- The key aspects identified under this criterion are: Admission Process and Student Profile, Need for Catering to Divers, Teaching-Learning Process, Teacher Quality, Evaluation Process.

Infrastructure and Learning Resources

Infrastructure and Learning Resources - This criterion seeks to find data on the adequacy and optimal use of facilities available in an institution. Infrastructure facilities are the key for effective and efficient conduct of the educational programs. The Institution has 16 well-furnished class rooms, ICT enabled 2 Smart Rooms, and Well-furnished seminar hall, A/C Conference room, Specialized and well equipped labs like Science lab/Curriculum lab, Art and craft lab and Computer lab are extensively used for effective teaching-learning. There are separate classrooms for all optional Subjects. There are classrooms with LCD projectors. College has

a seminar hall of 200 seating capacity which is well-equipped with LCD projector, sound system. Well-furnished staff rooms with personal lockers is available for teaching staff. The access of internet is provided to all optional students, administrative office, library. This has improved the network and communication across the campus as it has given reliable and fast connectivity. The library of the College has a good stock of text books with multiple volumes and reference books. It provides a part of space for reading facility both to students and staff. Computers with internet connection are available in the library. It provides open-access system to both staff and students. . There is a playground in the College. Many sports materials are available. Sports room both for boys and girls with indoor playing facilities is available. In case of medical Emergencies, the students and staff are taken to the nearby hospital which is 1 kilometer away from the College.

The focus of this criterion is captured as follows

1. The institution has adequate physical infrastructure facilities to run educational programs efficiently.
2. The institution continuously enhances its infrastructure to keep pace with its educational development.
3. The institution has effective mechanisms for maintenance and optimal utilization of infrastructure.
4. The institution takes adequate care and considers the environmental issues associated with the infrastructure.
5. The institution ensures the availability of qualified faculty and staff required to achieve the objectives.

The major aspects identified under this criterion are: physical infrastructure, infrastructure maintenance, library as learning resource, ICT as learning resource.

Student Support and Progression

Student Support and Progression

The main objective of this criterion is the effort of an institution that provides students with the necessary support to facilitate good campus experience and their overall development. It also seeks information on student and alumni profiles and contributions to the institution and vice versa. The focus of this criterion is captured in the following criterion statements, which describe some of the good practices expected of a quality institution:

1. The institution has adequate teaching resources and a well-established mechanism to systematically review various library resources for adequate access and relevance and for decision making for acquisition.
2. Various provisions in the institute support and enhance the effectiveness of faculty in the teaching and mentoring of students.
3. The campus environment promotes improvement in students' motivation, satisfaction and developmental performance.
4. The progress of the students at various stages of the programs is monitored and appropriate advice is given to the students.
5. The institute develops the leadership qualities of the students through its involvement and involvement in various institutional activities.

The key aspects identified under this criterion are: student progress, student support, student activities and best practices in student support and progress.

Governance, Leadership and Management

Governance, Leadership and Management

This criterion helps to gather data on the policies and practices of an institution in terms of planning power, recruitment, training, performance evaluation and finance management planning. The participative management and creative administration of human and material resources are relevant here. The focus of this criterion highlights the following criterion statements, which are representative of the good practices of a quality institution:

The institution is conscious of its quality provisions and has a well-established functional internal quality management system.

1. The institution's offices and departments operate on the principles of participation and transparency.
2. Academic and administrative planning goes hand in hand with the institution.
3. The goals and objectives are communicated and deployed at all levels to ensure each individual's contribution to institutional development.
4. The institution has a mechanism for faculty, students and other stakeholders to seek information and / or make complaints.
5. The institution has good resource management practices that support and encourage performance.
6. The financial resources of the institution are judiciously allocated and used effectively. Budgeting and auditing processes are routine and standardized.

The key aspects identified under this criterion are: institutional vision and leadership, organizational set up, Strategy development and deployment, human resource management, financial management and resource mobilization and best practices in governance and leadership.

Institutional Values and Best Practices

Institutional Values and Best Practices

This criterion focuses on the special efforts of an institution's values that influenced its academic excellence. Any innovative practice is a path designed to advance the interest of the students and the institution. Institutions Internal Quality Assurance Systems, Best Practices and Stakeholder relationships make institutions reflect on the quality culture.

The focus of this criterion is captured in the following criterion statements and key aspects:

1. The institution exhibits sensitivity to changing educational, social and market demands.
2. The institution is ready to foster an environment of creativity innovation and quality improvement.
3. The institution adopts quality management strategies in all educational and administrative aspects.
4. The institution strives to promote value-based education, social justice, social responsibilities and good citizenship among its student community.

Research and Outreach Activities

Research and Outreach Activities

This criterion seeks information about the institution's policies, practices, and outcomes in the context of research and outreach activities. It relates to the facilities and efforts provided by the institution to promote research culture and their results. Serving the community through research and outreach activities, which is a social responsibility and also a core value displayed by institutions, is a major concern of this criterion. The focus of this criterion is captured in the following criterion statements that describe good institutional practices.

1. The institution supports professional development activities that engage its teachers in Research.
2. The institute encourages faculty to publish Research papers in educational forums.
3. The institution encourages its students and faculty to learn continuously.
4. The institute encourages faculty outreach activities in research.
5. Institute faculty are actively engaged in training and developing teaching Learning process.
6. The institution incorporates practices based on research conducted by its faculty.
7. The institution is responsible for community needs and conducts relevant extension programs.
8. The institution encourages its faculty to provide consulting services for the school sector and to actively engage in their respective areas of expert.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHIKSHAN PRASARAK SANSTHAS COLLEGE OF EDUCATION SANGAMNER
Address	Sangamner College Campus, Nashik - Pune Highway, At Post Ghulewadi, Tal. Sangamner Dist. Ahmednagar. Maharashtra State
City	Sangamner
State	Maharashtra
Pin	422605
Website	www.spsbed.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Bhalchandra Balkrishna Bhave	02425-222869	9890196862	02425-225893	spsbed@rediffmail.com
IQAC / CIQA coordinator	Raju Gulab Shaikh	02425-9890914207	9890914207	91-9890914293	kalabharti.art@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details				
State	University name	Document		
Maharashtra	Savitribai Phule Pune University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	28-12-2007	180	Our College recognition period is life long

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Sangamner College Campus, Nashik - Pune Highway, At Post Ghulewadi, Tal. Sangamner Dist. Ahmednagar. Maharashtra State	Rural	52	2621.12

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education	24	Graduation	Marathi	100	100

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				16			
Recruited	0	0	0	0	0	0	0	0	7	5	0	12
Yet to Recruit	0				0				4			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				8
Recruited	6	2	0	8
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	6	5	0	11
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	0	0	2
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
		0	0	0	

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	16	0	0	0	16
	Female	82	0	0	0	82
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	2	0	0	3
	Female	5	1	4	2
	Others	0	0	0	0
ST	Male	1	1	1	0
	Female	2	3	2	6
	Others	0	0	0	0
OBC	Male	5	6	5	5
	Female	28	28	27	20
	Others	0	0	0	0
General	Male	6	10	9	8
	Female	51	51	52	54
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		100	100	100	98

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>a) Delineate the vision/plan of institution to transform itself into a holistic multidisciplinary institution. The College of Education is run by a reputed institution. As per the norms of NEP our mother institution that is Shikshan Prasarak Sanstha is already prepared. 1. Shikshan Prasarak Sanstha run many important multidisciplinary courses are offered under this institute along with the Faculty of Education. 2. A multidisciplinary research centre including Arts College, Commerce College, Science College, Law College, Computer Education, and Junior College is running through this institution. b) Delineate the Institutional approach towards the integration of humanities and science with STEM and provide the</p>
--	--

detail of programs with combinations. Institutional Approach towards the integration of Humanities and science is, 1. According to the Choice of the students, all the subjects of Arts subjects, Science subjects, Commerce subjects are available in our Organization. 2. As per the National Education Policy, if the Savitribai Phule Pune University allows integrated subjects, the college will provide such combination of subject's facility to the students. c) Does the institution offer flexible and innovative curricula that includes credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based towards the attainment of a holistic and multidisciplinary education. Explain 1. Savitribai Phule University already mentioned choice base Credit Course in its syllabus in B.Ed. d) What is the institutional plan for offering a multidisciplinary flexible curriculum that enables multiple entry and exits at the end of 1st, 2nd and 3rd years of undergraduate education while maintaining the rigor of learning? Explain with examples. Yes our institution plan is ready for offering multidisciplinary Flexibility Curriculum in undergraduate education. 1. As per the norms of NEP, All multidisciplinary Courses available in our organization. e) What are the institutional plans to engage in more multidisciplinary research endeavours to find solutions to society's most pressing issues and challenges? Institutional plans to engage in more multidisciplinary research endeavours to find solutions to society's most pressing issues and challenges are as follows.... 1. As per Savitribai Phule Pune University's B.Ed curriculum, it undertakes social activities for social issues, health related issues, and social value related issues and environmental awareness in the society. 2. Various schemes are implemented to solve social problems through Department of Industrial Development, Department of Social Services, Department of Environmental Education, Guidance and Counselling Department for Women etc.. f) Describe any good practice/s of the institution to promote Multidisciplinary / interdisciplinary approach in view of NEP 2020. Good Practices in our Institution are - 1. As per the request and demand of the students we are offering the Yoga Education, Music Education, Psychology Education, ICT Education 2. MS CIT center also run in our college.

	This all good practices promote multidisciplinary approach in view of NEP 2020
2. Academic bank of credits (ABC):	<p>a) Describe the initiatives taken by the institution to fulfil the requirement of Academic bank of credits as proposed in NEP 2020. Institution taken following initiative for the fulfilment of requirement of ABC as proposed NEP 2020 1. Our institute Sr. office Head and One lecturer has participated online mode lecture about academic bank of Credits arranged by the Savitribai phule Pune University. 2. Institute inform to students for the registration of ABC Facility. 3. Institute encourage to students for opening Academic Bank Accounts. b) Whether the institution has registered under the ABC to permit its learners to avail the benefit of multiple entries and exit during the chosen programme? Provide details. Yes... Our institution has registered under the ABC to permit its learners to avail the benefit of multiple entries and exit during the chosen programme c) Describe the efforts of the institution for seamless collaboration, internationalization of education, joint degrees between Indian and foreign institutions, and to enable credit transfer. Not yet. d) How faculties are encouraged to design their own curricular and pedagogical approaches within the approved framework, including textbook, reading material selections, assignments, and assessments etc. 1. Savitribai Phule Pune Univesity 's provide curriculum to the colleges, which is monetary to all B.Ed. Colleges. 2. Asst. Professor using the different pedagogical approaches Institute inspire to lecturer for preparing textbook, reading material selections for assignments. e) Describe any good practice/s of the institution pertaining to the implementation of Academic bank of credits (ABC) in the institution in view of NEP 2020. Good practice/s of the institution pertaining to the implementation of ABC is – 1. Our college provide Educational platform for pertaining the ABC .</p>
3. Skill development:	<p>a) Describe the efforts made by the institution to strengthen the vocational education and soft skills of students in alignment with National Skills Qualifications Framework Institute takes efforts to strengthen the vocational education and soft skills of students in alignment with National Skills Qualifications Framework as follows... 1. Institute take efforts for students by providing the vocational</p>

	<p>education, Certificate courses through NSDC (National Skill Development Corporation) and DELL. Eg. Event Management Skill, Stress Management Skill, Leadership Skill, Time Management Skills. Decision Making Skills, b) Provide the details of the programmes offered to promote vocational education and its integration into mainstream education. Event Management Skill, Stress Management Skill, Leadership Skill, Time Management Skills. Decision Making Skills, Above all programme offered to integration into mainstream education. c) How the institution is providing Value-based education to inculcate positivity amongst the learner that include the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills etc. Our students participates in value based programme like Morning assembly , Various day celebration, Annual Gathering for the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills . d) Enlist the institution’s efforts to: 1.Design a credit structure to ensure that all students take at least one vocational course before graduating. ii. Engaging the services of Industry veterans and Master Crafts persons to provide vocational skills and overcome gaps vis-à-vis trained faculty provisions. iii. To offer vocational education in ODL/blended/on-campus modular modes to Learners. iv. NSDC association to facilitate all this by creating a unified platform to manage learner enrolment (students and workers), skill mapping, and certification. v. Skilling courses are planned to be offered to students through online and/or distance mode. e) Describe any good practice/s of the institution pertaining to the Skill development in view of NEP 2020. Not Yet. Not Yet Yes.... Yes.... Yes... Not Yet...</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Delineate the strategy and details regarding the integration of the Indian Knowledge system (teaching in Indian Language, culture etc.) into the curriculum using both offline and online courses The Faculty of Education is originally a branch related to education and training and while training future teachers, more</p>

work is done in the context of Indian ancient culture and language through training. In the SPS College of Education are introduced various Indian cultures through language teaching for the integration of language and culture. E.g. ‘ Bhondla celebration’ in Marathi culture, Marathi New Year Day. Lectures and activities are organized online. E.g. Lecture series based on the syllabus, programs are organized to celebrate the ancient culture and language in the annual gathering. While carrying out various activities, students are informed about ‘Marathi Gaurav Din’, ‘Hindi Day’, Indian cultural festivals and their traditions. As per the curriculum framework of University has available many languages for integrated education, Marathi, Hindi, English, Sanskrit, Urdu are studied in the SPS College of Education . b) What are the institutions plans to train its faculties to provide the classroom delivery in bilingual mode (English and vernacular)? Provide the details. Institute has a plan to train the faculties are –

1. As per the University framework SPS college already teach to students with bilingual mode.
2. In SPS College of Education, 90% students are from the Marathi culture background so that institute teaching mode which is Marathi.
3. As the requirement of students SPS college faculties has provide the classroom delivery in bilingual mode that Marathi, Hindi and English. Etc.

c) Provide the details of the degree courses taught in Indian languages and bilingually in the institution.

1. As the framework of syllabus approved by the University College offered the Marathi, Hindi, English, Sanskrit language for teaching in classroom.
2. SPS College specially proved the Sanskrit language Method for teaching the students which is rarely teaching in Ahmednagar District.

d) Describe the efforts of the institution to preserve and promote the following:

- i. Indian languages (Sanskrit, Pali, Prakrit and classical, tribal and endangered etc.)
- ii. Indian ancient traditional knowledge
- iii. Indian Arts
- iv. Indian Culture and traditions. Not Yet.

e) Describe any good practice/s of the institution pertaining to the appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course) in view of NEP 2020.

1. There are 112 B.ED colleges affiliated to Savitribai Phule Pune University only few college are offered bilingual language for best practice in which SPS college of Education provide

	<p>Sanskrit language for best practicing among them. For Sanskrit language Students enrolled in our college from the Dehu and Alandi, Varanasi holy place .</p>
5. Focus on Outcome based education (OBE):	<p>i. Describe the institutional initiatives to transform its curriculum towards Outcome based Education (OBE)? SPS College of Education takes initiatives to transform its curriculum towards Outcome based Education are as follows. 1. Effective teaching capacity is developed in the trainee as per the National Policy on Education. 2. The quality of teacher training is enhanced through various seminars, camps, workshops, educational trips. 3. Various activities are organized for the academic creativity of the trainees. 4. Competency is developed in students in relation to pedagogic change, technology change, and context in the field of education. 5. Through teacher training, efforts are made to make students an experimental and creative teacher. 6. After completing the training from the college various business opportunities are available.</p> <p>ii. Explain the efforts made by the institution to capture the Outcome based education in teaching and learning practices. Sps College of Education taken efforts to capture the Outcome based education in teaching and learning practices are fallows 1. Good infrastructure facility and Instructional facility. 2. Good facilitated Experimental lab & library 3. Play Ground with all amenities 4. Auditorium Hall 5. Audio visual aids. 6. Guest lecturer facility iii. Describe any good practice/s of the institution pertaining to the Outcome based education (OBE) in view of NEP 2020. For good Practice sps college of Education – 1. Available of 15 Schools for pre service training 2. TET / CTET guidance lecture series 3. Academic counselling for the students by faculties. 4. College gave the remedial teaching. 5. College arrange the Teaching Competency development programme.</p>
6. Distance education/online education:	<p>a) Delineate the possibilities of offering vocational courses through ODL mode in the institution. Yes b) Describe about the development and use of technological tools for teaching learning activities. Provide the details about the institutional efforts towards the blended learning. 1. Development of YouTube Channel. 2. Use of WhatsUp group for Guidance and notices. 3. Use of Google form for</p>

Examination. 4. Use of Google meet for teaching learning. 5. Use of Zoom Meeting for student's discussion. 6. Use of Google classroom for teaching learning c) Describe any good practice/s of the institution pertaining to the Distance education/online education in view of NEP 2020 During the corona pandemic Our SPS College of Education has doing following good practice for pertaining Distance / Online Education. 1. SPS college of Education arranged the daily online lecturer as per the college schedule 2. E content development by faculties. 3. Use of Social media for teaching learning process. 4. SPS conduct the Exam by online mode 5. Our College faculty's member Create YouTube channel. 6. Institute also take initiative by preparing video and create a channel.

<http://youtube.com/@Practiselesson5528>
<http://youtube.com/@Letsstudywithprof.kavitaka774>
<http://youtube.com/@spsbedcollege8305>
<http://youtube.com/@dr.bhalchandrabhave2475>
<http://youtube.com/@jyotimestri2489>
<http://Kalabhartichannel>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Voter Awareness Campaigns
4. Any socially relevant projects/initiatives taken by	No

<p>College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>No.</p>

Extended Profile

1 Students

1.1

Number of students on roll year-wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
196	200	200	200	166
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of seats sanctioned year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	100	100	100
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
50	50	50	50	50
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
99	95	99	71	40
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5**Number of graduating students year-wise during last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
97	95	94	69	38
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6**Number of students enrolled(admitted) year-wise during the last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
98	100	100	100	83
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1****Number of full time teachers year wise during the last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
9	9	9	9	9

File Description	Document
Institutional data in prescribed format	View Document
Copy of the appointment orders issued to the tea	View Document

2.2

Number of Sanctioned posts year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
16	16	16	16	16

File Description	Document
University letter with respect to sanction of p	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

2021-22	2020-21	2019-20	2018-19	2017-18
97.46	94.21	92.54	81.35	75.35

File Description	Document
Audited Income Expenditure statement year wise d	View Document

3.2

Number of Computers in the institution for academic purposes..

Response: 08

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.

Response:

Response:

The College is only an affiliated college to Savitribai Phule Pune University Pune and so they don't have any role in revising the curriculum. You may inform if any practice of discussion in the staff meetings about the curriculum based on the feedback of the students about their difficulties in understanding the subject or answering the questions. Having well understood the academic needs of the student teachers and the emerging trends in the educational scenario, the institution in due consultation with the academic experts of the professional community has decided to offer the following eight subjects up to 2008-2009.

1. Marathi Education 2. Hindi Education 3. Sanskrit Education 4. English Education

5. Mathematics Education 6. Science Education 7. Geography Education 8. History Education

With regard to the elective subjects students are allowed to choose one out of ten of the following subjects.

BED 204-01 Guidance and Counseling

BED 204 -02 Education for Human Rights and Peace Education

BED 204 -03 Women Education

BED 204 -04 Life Long Education

BED 204-05 Population Education and Family Life Education

BED 204-06 Education for Sustainable Development and Environment Education

BED 204 -07 Disaster Management

BED 204 -08 Inclusive Education

BED 204- 09 Introduction to Educational Research

BED204 -10 Water, Air and Energy Education

File Description	Document
Plan developed for the last completed academic year	View Document
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	View Document

1.1.2

At the institution level, the curriculum planning and adoption are a collaborative effort;

Indicate the persons involved in the curriculum planning process during the last completed academic year

1. Faculty of the institution
2. Head/Principal of the institution
3. Schools including Practice teaching schools
4. Employers
5. Experts
6. Students
7. Alumni

Response: E. Any 1 or none of the above

File Description	Document
Data as per Data Template	View Document

1.1.3

While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through

1. Website of the Institution
2. Prospectus

3. Student induction programme**4. Orientation programme for teachers****Response:** D. Any 1 of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document

1.2 Academic Flexibility**1.2.1**

Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available

Response: 10.89

1.2.1.1 Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	3	2	2

1.2.1.2 Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
20	20	21	20	20

File Description	Document
Data as per Data Template	View Document
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View Document
Academic calendar showing time allotted for optional / electives / pedagogy courses	View Document
Paste link for additional information	View Document

1.2.2**Average Number of Value-added courses offered during the last five years****Response:** 0.2**1.2.2.1 Number of Value – added courses offered during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document
Paste link for additional information	View Document

1.2.3**Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years****Response:** 0.1**1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
01	00	0	00	00

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document

1.2.4

Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

- 1.Provision in the Time Table**
- 2.Facilities in the Library**
- 3.Computer lab facilities**
- 4.Academic Advice/Guidance**

Response: D. Any 1 of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	View Document
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View Document
Data as per Data Template	View Document

1.2.5

Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years

Response: 47.4

1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
91	97	95	98	75

File Description	Document
List of students enrolled and completed in self study course(s)	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

1.3 Curriculum Enrichment

1.3.1

Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas

Response:

Response:

Fundamental or coherent understanding of the field of teacher education

Teachers need a variety of skills, education and training to become proficient in their careers. They also need superior interpersonal skills, such as patience and the ability to remain calm in stressful situations. Collaborative skills enable them to work productively with their colleagues.

Teacher education is the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given.

Interventions commonly take the form of questioning, listening, giving information, explaining some phenomenon, demonstrating a skill or process, testing understanding and capacity, and facilitating learning activities.

Equally clear, we need expertise, we need content. As coaches we need to know about our game; Regarding faith, practice and teachings as religious teachers; And, as pedagogy, ethics, human development and development and social life. Good teachers have a deep knowledge of the subjects they teach, and when teachers 'knowledge falls below a certain level, it is a significant barrier to students' learning.

Procedural knowledge that creates teachers for different levels of school education skills that are specific to ones chosen specialization

1. Enjoy communicating your understanding to others.
2. Have confidence: You will need the confidence to look calm and professional even when tired and stressed.

3. Have great organizational skills
4. Work effectively in groups
5. Be able to deal with conflict
6. Motivate your students to do their best
7. Empathies with your Students
8. Give feedback

Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills

Emotional intelligence is the ability to understand, use and manage one's emotions in a positive way to overcome stress, communicate effectively, empathize with others, overcome challenges and thwart conflict. According to Daniel Goleman , an American psychologist who helped to popularize emotional intelligence, there are five key elements to it:

Self-awareness. Self-regulation. Motivation.

Empathy. Social skills.

Critical thinking is a core academic skill that teaches undergraduate students to question

or reflect on their own knowledge and information. This skill is required for students working on assignments and conducting research. It is also an invaluable skill in many workplace scenarios. Critical steps to improve critical thinking include analysis, interpretation, current, and evaluation.

Negotiators communicate to clarify their preferences, attitudes and perspectives, to exchange information and to persuade the other side of their ideas and beliefs. For these reasons, communication ability is considered an important skill in a negotiator.

1.3.2

Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.

Response:

Response:

Diversity is everything that makes people different from each other. This includes many different factors: race, ethnicity, gender, sexual orientation, socio-economic status, ability, age, religious belief or political belief. If you ignore the issue of diversity in the classroom and choose to not promote diversity in your school, you're not doing your job.

Children go to school to be prepared for the workforce, so teaching must effectively address and embrace the realities that come with living and working in a diverse school, community and country. Diversity in the classroom doesn't just improve social skills, it can also have an impact on academic results. It improves critical thinking skills and encourages academic confidence.

4 ways to encourage a culture of diversity in your school

- 1. Get to know your students**
- 2. Connect with parents and community**
- 3. Meet diverse learning needs**
- 4. Support professional development opportunities**

1.3.3

Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme

Response:

Response:

Shikshan Prasarak Sanstha's College of Education follows the curriculum in a way as to provide varied experiences to the students. In order to achieve this aim students are given professional training in teaching by the following measures:

The college follows student-centered approach, an approach to education focusing on the needs of the students. The college follows and promotes the teaching methods such as active learning, cooperative learning, and inductive teaching and learning: inquiry-based learning, problem-based learning, project-based learning, discovery learning, etc. It seeks to promote

- Collaborative group learning, both inside and outside the classroom.
- Individual student Research
- Research and discovery by students and faculty together: When discussing social development, prospective teachers in one program reflect on their own social development and on the ways in which their teachers influenced them. This introspection helps prospective teachers examine their own beliefs and learn how these beliefs might influence their future work with families. For example, one faculty member teaches about issues of power in society (gender, caste and minority status, for example) by asking students to analyze their own cultural perspectives (such as their cultural history, language, and literacy).
- In one program, prospective teachers are asked to look at their own cultural experiences and history, think about the match between their family, community culture and their school culture, and then discuss ways in which some children's home and school cultures differ.

In addition to above

- Teaching skills are taught through Micro Teaching and Mega lessons, six lessons per teaching subject. Experts are also invited to deliver lectures on micro and macro teaching before commencement of practice teaching.
- Student teachers develop 'School Profile.' They visit school, observe daily routine, and also interact with the permanent teaching staff of the of practice teaching schools.
- In the course of practice teaching, the student teachers participate in all the curricular and extracurricular activities of the school and assist the school teachers in decorations, conducting morning assembly arranging sport events, annual day celebration etc.

1.4 Feedback System**1.4.1**

Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.

Structured feedback is obtained from

- 1. Students**
- 2. Teachers**
- 3. Employers**
- 4. Alumni**
- 5. Practice teaching schools/TEI**

Response: D. Any 2 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Paste link for additional information	View Document

1.4.2

Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following

Response: D. Feedback collected

File Description	Document
Action taken report of the institution with seal and signature of the Principal	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Average Enrollment percentage of students during the last five years..

Response: 96.2

File Description	Document
Document relating to Sanction of intake from University	View Document
Data as per Data Template	View Document
Approved admission list year-wise/ program-wise	View Document
Approval letter of NCTE for intake for all programs	View Document
Any additional link	View Document

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..

Response: 82

2.1.2.1 Number of students enrolled from the reserved categories during last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
34	39	39	43	50

File Description	Document
Final admission list published by the HEI	View Document
Data as per Data Template	View Document
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View Document

2.1.3**Percentage of students enrolled from EWS and Divyangjan categories during last five years****Response:** 0.21**2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	1	0

File Description**Document**

List of students enrolled from EWS and Divyangjan

[View Document](#)

Data as per Data Template

[View Document](#)

Certificate of EWS and Divyangjan

[View Document](#)**2.2 Honoring Student Diversity****2.2.1**

Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students..

Response:**Response:**

The college distinguishes the moderate students and progressed students at the time of admission. Our college's admission committee members investigate the talent level on the behalf of previous education accordingly and classified them into moderate students and the high level learners. The high level learners students are urged to join different scholastic clubs and gatherings for Youth Festivals exercises. They are likewise propelled to take up subjects in which they have performed well. The moderate students, then again, are guided alongside their folks to take up subjects and courses most appropriate for them.

System adopted for moderate students:

Moderate students are identified on the behalf of Graduation & Higher Secondary level percentage. The students is isolated into different groups and given separate topics for attempt the questions. The topic are distinguished and they are asked to step through exams that are exceptionally detailed by their needs.

University questions are given to them to be tackled. The guardians are called by the educators to make them mindful of the students' academic performance and how they should be regulated to achieve great results. Directing meetings for both the students and guardians are coordinated at customary intervals. In a few cases, the healing and instructional exercise classes were additionally led for the students. Students are given assignments on the achievement basis so that they can start exploring and creating.

progressed students:

Progressed students are also identified by the marks obtained in school and college / university examinations. They are motivated to join skilled courses and are guided in a legitimate way to seek after different Vocation Choice. Students are urged to attend college clubs and ceremonies that are associated with youth festivities and inter-college competitions such as deliberations, proclamations, exams, writing articles, collage-production, and so on. The bright students are further given some mini projects and surveys to enhance their research skills. They are given additional lab work and additional scholastic tasks to use their abilities and clean them.

File Description	Document
The documents showing the performance of students at the entry level	View Document
Documentary evidence in support of the claim	View Document

2.2.2

Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through

- 1. Mentoring / Academic Counselling**
- 2. Peer Feedback / Tutoring**
- 3. Remedial Learning Engagement**
- 4. Learning Enhancement / Enrichment inputs**
- 5. Collaborative tasks**
- 6. Assistive Devices and Adaptive Structures (for the differently abled)**
- 7. Multilingual interactions and inputs**

Response: C. Any 3 of the above

File Description	Document
Reports with seal and signature of Principal	View Document
Relevant documents highlighting the activities to address the student diversities	View Document
Photographs with caption and date, if any	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.2.3

There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: No Special effort put forth in accordance with learner needs

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 24.5

2.2.4.1 Number of mentors in the Institution

Response: 8

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document

2.3 Teaching- Learning Process**2.3.1**

Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning

Response:

Response:

Our college is ensuring the use of student-centered methods such as experiential, participatory learning

and problem-solving methods in the teaching-learning process. The following activities are being regularly conducted by the college to make learning activities more student-centric.

* **Experimental learning:**

Our college is giving all students the occasion to assume a job as a teacher and have insight of educating in the class room. We are additionally promising students to coordinate projects at departmental level. It is assisting the students with improving their insight, introduction abilities and personality enhancement.

* **Participant Learning:**

Our College is utilizing participatory figuring out how to urge students to be effectively associated with the learning cycle. College is utilizing the accompanying member learning strategies like Group Discussion, Small Group Exercise, Assignment, Allocation, Quiz, Case Study, Project and so on.

* **Problem Solving Methodologies:**

Case studies are provided to improve critical thinking, creativity and problem solving skills among students and are asked to prepare project reports by various departments

* **Brainstorming as teaching strategy**

First, a small group of students is formed. They are approached to sit in a group and are given a specific issue or point.

Teacher, as the group leader, then ask group members to think about the problem and give their ideas. They are advised to find as many solutions to the problem as they can find. They are told not to condemn others thoughts however they are allowed to make considerations to others thoughts. Students are encouraged to put forward suggestions without hesitation even if they seem to come up with unusual and unorthodox ideas.

Student's thoughts are to be tuned in and acknowledged quietly, without passing any judgment or remark of any kind until the session is finished.

* **Group Discussion**

Using this strategy involves gathering students from similar streams like Science, Arts together to discuss a specific topic of interest. It is a form of qualitative research where questions are asked about their perceptions attitudes, beliefs, opinion or ideas. In focus group discussion participants are free to talk with other group members; unlike other research methods it encourages discussions with other participants. It generally involves group interviewing in which a small group of usually 8 to 12 students. It is led by a teacher in a loosely structured discussion of various topics of interest.

* **online mode**

Nearly all teachers are using Google Classroom Application to teach their respective subjects. What'sup Group is created for all students to discuss their issues with teachers about various subjects. During the Covid-19 pandemic, students are being taught through online medium only.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.3.2

Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 0

2.3.2.1 Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

File Description**Document**

Data as per Data Template

[View Document](#)

2.3.3

Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 0

2.3.3.1 Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year

Response: 00

File Description	Document
Programme wise list of students using ICT support	View Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.3.4

ICT support is used by students in various learning situations such as

- 1. Understanding theory courses**
- 2. Practice teaching**
- 3. Internship**
- 4. Out of class room activities**
- 5. Biomechanical and Kinesiological activities**
- 6. Field sports**

Response: D. Any 1 of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	View Document
Geo-tagged photographs wherever applicable	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.3.5

Continual mentoring is provided by teachers for developing professional attributes in students

Response:

Response:

Various provisions in the college support and enhance the effectiveness of the faculty in teaching and mentoring of students.

- The working environment of the college is conducive for the overall development of the faculty as well as the student teachers.
- Mentor teachers are chosen for their ability to model quality teaching practices that honour

diversity and create classroom environments that support personal, social and academic success for all students. They are enriched further by arranging talks on the themes like multi-culturalism, inclusiveness and, straight away on mentoring.

- The teachers are provided with additional space in the college for establishing direct rapport with the needy students. They feel free to suggest any remedial/corrective/reformative steps which the College tries its level best to translate into material success.
- Faculty members have been provided with the Audio-Visual aids, the LCD projector, OHP etc through which learning is made effective & efficient.
- There is provision for attending various faculty development programs. The college strives to enhance the facilities and equipment's so that the faculty does not face any difficulty in the performance of its assigned tasks.

File Description	Document
Documentary evidence in support of the claim	View Document

2.3.6

Institution provides exposure to students about recent developments in the field of education through

1. **Special lectures by experts**
2. **'Book reading' & discussion on it**
3. **Discussion on recent policies & regulations**
4. **Teacher presented seminars for benefit of teachers & students**
5. **Use of media for various aspects of education**
6. **Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Response: D. Any 2 of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document

2.3.7

Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students..

Response:

Response:

Innovation in education encourages **teachers** and students to explore, research and use all the tools to uncover something new. It involves a different way of looking at problems and solving them. The thinking process that goes into it **will** help students develop their **creativity** and their problem solving skills.

Creativity, innovation and learning

Creativity and **innovation** are fundamental to all disciplines and an essential **part** of the learning process, forming an important dimension of learning how to learn. They are also fundamental to **teachers** improving their professional practice and to school development.

learning involves challenging, refining and improving understanding by being made to think hard. Sometimes, to understand new concepts and broaden perspectives, our approaches to thinking need to be creative, imaginative and lateral, as well as linear. One characteristic of the creative process that makes it particularly powerful is that it requires not only knowledge and understanding of the domain being investigated, but also a willingness to question and not be constrained by existing knowledge. Learners should understand how they can question or challenge established knowledge to help them to formulate their own understanding, and imagination can play an important role: ‘One cannot think creatively unless one has the knowledge with which to think creatively. Creativity represents a balance between knowledge and freeing oneself of that knowledge’

For creative thinking to deepen and extend learning, rather than be an enjoyable but superficial activity, it must be grounded in understanding of the content being investigated. It is vital that learners have sufficient

Understanding of the material with which they are being asked to be creative. Creative practice needs to complement diligent and deliberate practice that develops foundational skills – not be a substitute for it.

An alternative, and probably more accurate, representation would be to include creativity as a process involved in skills at all levels represented in the taxonomy, and increasingly so with higher order skills. It might be thought that remembering factual information does not involve creative processes. Creative approaches can be very helpful in remembering information. The processes used by champions at the World Memory Championships are highly creative as they use the mind’s capacity to recognise and remember chunks or patterns that have meaning to the individual much more effectively than isolated facts.

In life skills education, Students are actively involved in a dynamic **teaching** and **learning** process. The **methods** used to facilitate this active involvement include working in small groups and pairs, brainstorming, role play, games and debates.

File Description	Document
Documentary evidence in support of the claim	View Document

2.4 Competency and Skill Development

2.4.1

Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

- 1. Organizing Learning (lesson plan)**
- 2. Developing Teaching Competencies**
- 3. Assessment of Learning**
- 4. Technology Use and Integration**
- 5. Organizing Field Visits**
- 6. Conducting Outreach/ Out of Classroom Activities**
- 7. Community Engagement**
- 8. Facilitating Inclusive Education**
- 9. Preparing Individualized Educational Plan (IEP)**

Response: D. Any 2 or 3 of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.2

Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**

4. Identifying varied student abilities**5. Dealing with student diversity in classrooms****6. Visualising differential learning activities according to student needs****7. Addressing inclusiveness****8. Assessing student learning****9. Mobilizing relevant and varied learning resources****10. Evolving ICT based learning situations****11. Exposure to Braille /Indian languages /Community engagement**

Response: D. Any 2 or 3 of the above

File Description	Document
Reports and photographs / videos of the activities	View Document
Documentary evidence in support of each selected activity	View Document
Data as per Data Template	View Document
Attendance sheets of the workshops/activities with seal and signature of the Principal	View Document
Any other relevant information	View Document

2.4.3

Competency of effective communication is developed in students through several activities such as

- 1. Workshop sessions for effective communication**
- 2. Simulated sessions for practicing communication in different situations**
- 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’**
- 4. Classroom teaching learning situations along with teacher and peer feedback**

Response: D. Any 1 of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.4

Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses

- 1. Teacher made written tests essentially based on subject content**
- 2. Observation modes for individual and group activities**
- 3. Performance tests**
- 4. Oral assessment**
- 5. Rating Scales**

Response: C. Any 2 of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document
Documents showing the different activities for evolving indicated assessment tools	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.5

Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**
- 4. Identifying and selecting/ developing online learning resources**
- 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: E. Any 1 or none of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	View Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.6

Students develop competence to organize academic, cultural, sports and community related events through

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**
- 3.Building teams and helping them to participate**
- 4.Involvement in preparatory arrangements**
- 5.Executing/conducting the event**

Response: D. Any 1 or 2 of the above

File Description	Document
Report of the events organized	View Document
Photographs with caption and date wherever possible	View Document
Documentary evidence showing the activities carried out for each of the selected response	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.7

A variety of assignments given and assessed for theory courses through

- 1.Library work**
- 2.Field exploration**
- 3.Hands-on activity**
- 4.Preparation of term paper**
- 5.Identifying and using the different sources for study**

Response: C. Any 2 of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	View Document
Data as per Data Template	View Document

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Response:

Selection/identification of schools for internship: participative/on request

Internship of students is arranged in various private and government aided schools every year. The student teachers Practise Teaching comprises about 38 lessons, which include

a. Teaching Competancy I. include Micro Teaching 12 Lessons, Six Integration Lesson and two Simulation Lesson.

b. Teaching Competancy - II. includes Two Technology base Lesson, Two Team Teaching Lesson and Two Lesson using model of Teaching .

c. Teaching Competancy III. Includes there are 12 lesson for Practices lesson in School .

The Practice teaching is thus carried out for more than mandated working days to deliver more than the number of lessons required by the NCTE

- The student teachers involve themselves in all school activities like conducting the assembly, arranging sports events, school day, Festivals, evaluation, etc.

- They develop files, prepare models and charts.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.9

Average number of students attached to each school for internship during the last completed academic year

Response: 3.96

2.4.9.1 Number of schools selected for internship during the last completed academic year

Response: 25

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document
Any other relevant information	View Document

2.4.10

Nature of internee engagement during internship consists of

- 1. Classroom teaching**
- 2. Mentoring**
- 3. Time-table preparation**
- 4. Student counseling**
- 5. PTA meetings**
- 6. Assessment of student learning – home assignments & tests**
- 7. Organizing academic and cultural events**
- 8. Maintaining documents**
- 9. Administrative responsibilities- experience/exposure**
- 10. Preparation of progress reports**

Response: B. Any 6 or 7 of the above

File Description	Document
Wherever the documents are in regional language, provide English translated version	View Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Response:

Shikshan Prasarak Sanstha's College of Education adopts effective monitoring mechanisms during Practice teaching is conducted in various local schools.

Two lessons per day are delivered during their practice teaching sessions.

Teacher educators (preferably subject experts) from the college are detailed to check and approve the lessons plans beforehand. The student-teachers are allowed to deliver the duly approved lesson plans.

90 to 95 per cent of the lessons in schools are observed by the faculty.

Teachers of concerned schools also observe the lessons. The school teachers are encouraged to give suggestions for improvement.

Teacher educators and school teachers note down remarks on the lesson plan book. Thus, on the spot feedback are provided to the student-teachers.

More feedback comes in the form of discussion with the observers which is done soon after the lesson is finished;

Detailed feedback is also provided in the college collectively on subsequent days.

Remarks on the notebook, subsequent discussion and observations based on self-reflection are taken into consideration for bringing about improvement. The process of observation and feedback is comprehensive and continuous.

File Description	Document
Documentary evidence in support of the response	View Document
Any additional information	View Document

2.4.12

Performance of students during internship is assessed by the institution in terms of observations of different persons such as

- 1. Self**
- 2. Peers (fellow interns)**
- 3. Teachers / School* Teachers**
- 4. Principal / School* Principal**
- 5. B.Ed Students / School* Students**

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: C. Any 2 or 3 of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	View Document
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View Document
Any other relevant information	View Document

2.4.13

Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include

- 1. Effectiveness in class room teaching**
- 2. Competency acquired in evaluation process in schools**
- 3. Involvement in various activities of schools**
- 4. Regularity, initiative and commitment**
- 5. Extent of job readiness**

Response: C. Any 3 of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document
Five filled in formats for each of the aspects claimed	View Document
Any other relevant information	View Document

2.5 Teacher Profile and Quality

2.5.1

Percentage of fulltime teachers against sanctioned posts during the last five years

Response: 56.25

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
Data as per Data Template	View Document

2.5.2

Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 11.11

2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years

Response: 1

File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document

2.5.3

Average teaching experience of full time teachers for the last completed academic year.

Response: 15.89

2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year

Response: 143

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document

2.5.4**Teachers put-forth efforts to keep themselves updated professionally through**

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

Response:**Response :**

The teaching community must keep themselves to pace on this path of change to implement new or modified methods of teaching-learning process to suit the requirements of the day. This is how teachers must develop or update themselves. This development of teachers can be broadly classified into three areas viz. Personal (Self- Centered); Professional (Student-Centered); and Social.

Personal: Self-Centered Development

Teachers can attain this development in two manners – Formal and Informal. Formal methods include: attending conferences, workshops, webinars, seminars, symposiums with a view to enlightening teachers on latest developments in the field of education, which help them update with latest concepts that are required for professional development. Writing articles/books, material production, publication of research papers, etc also help a lot in this form of development. Action research that draws out conclusions at the end of experimentation and investigation can also be helpful in the development.

Under the Informal manner, teachers must develop their portfolios to illustrate their personal works, professional growth and abilities. Attending in-house training sessions are advised, preparing lesson plans and using critical incidents for informal research boost the development.

Professional: Student-Centered Development

Teachers, in order to let learners learn in the best possible ways, have to adapt to the changes from time to time. Learners live in a different setup as compared to teachers. This gap can be bridged by teachers only when they reach out to the mental level of the learners. Over a period of time there have been tremendous changes in the setup of our education system. Teachers have to have demonstrate that they posses some special characteristics to handle the changing times and trends in education sphere.

Social: Reflective

Man is a social animal and so is a teacher. His needs do not differ from any other living creature. But since he is entrusted with the job of ‘shaping the future of a country’ as stated in Kothari Commission, he has to live a life of austerity and limitations. He has to constantly reflect upon his actions as a teacher and make necessary changes to suit the need of the hour.

File Description	Document
Documentary evidence to support the claims	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6 Evaluation Process

2.6.1

Continuous Internal Evaluation(CIE) of student learning is in place in the institution

Response:

Response:

Shikshan Prasarak Sanstha’s College of Education sticks to academic schedule which is being given by the Savitribai Phule Pune University for Conduction of nonstop internal evaluation system. The academic calendar involves the dates of commencement and completion of the syllabus, time tables of internal exams and so forth It set out the dates of term end examination. The time tables have been arranged and executed in like manner. The teachers define teaching plans as indicated in the academic calendar and guidelines of the Savitribai Phule Pune University. The time table of external examination is fixed by the University and the same is display on notice board for the students. Any changes are conversed to the students well in advance.

1. Internal Exams are conducted every year before university exams.
2. Every teacher conducts regular class tests, Assignments on the related topic.

Principal & Teachers clear doubts of students with advice about writing correct & appropriate answers. The regular monitoring is done by the college Governing Council. The Principal heads curricular and extracurricular review meetings on regular basis to check the execution and progress of all the activities in the academic calendar. Based on these review meetings some changes in schedules of activities are made if required.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document

2.6.2

Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

- 1. Display of internal assessment marks before the term end examination**
- 2. Timely feedback on individual/group performance**
- 3. Provision of improvement opportunities**
- 4. Access to tutorial/remedial support**
- 5. Provision of answering bilingually**

Response: C. Any 2 of the above

File Description	Document
Copy of university regulation on internal evaluation for teacher education	View Document
Any other relevant information	View Document

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

Response:

There is complete transparency in internal assessment. Norms directed by the Savitribai Phule Pune University have been adopted in the college.

- 1.** At the beginning of the year, faculty members expose the students to various components in the evaluation process
- 2.** Internal assessment test programs are organized according to the university and students are informed in advance.
- 3.** To ensure proper conduct of formative tests, two observers are allocated in each hall. The course is evaluated by faculty members within 15 days from the exam date.
- 4.** Correct answer scripts are confirmed by HOD at random to ensure standard evaluation process.

5. Correct answer sheets are sent by the students for their verification and any grievance is redressed immediately. The marks obtained by the students in internal assessment tests are displayed on the notice board of the department.

Departmental level: Students are constantly evaluated by faculty regarding theory lectures, labs, assignments, unit tests. Midterm marks are assigned based on defined strategies and displayed on the notice board. Questions if discussed with any faculty and HOD.

College Level: The college appoints a senior supervisor for the smooth conduct of college examinations. If the students are facing any problem, they are solved by the principal of the college. The grievances are deliberated during the conduct of theory examinations and deliberated with the Principal and forwarded to the University in the examination section if necessary.

Redressal of grievances at university level: After forwarding such questions through the college examination section, the questions related to the result, improvement in mark sheet, other certificates issued by the university are handled in the examination section. Students are allowed to apply for reevaluation, recruitment and a challenging assessment by paying the required processing fee to the university if students are not satisfied with the university's assessment through college

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document

2.6.4

The Institution adheres to academic calendar for the conduct of Internal Evaluation

Response:

Response:

The academic calendar is prepared by the college according to the guidelines of the Savitribai Phule Pune University and according to the temporary date sheet of the university examinations. In the annual exam system, practical's are prescribed in terms of planning of departments, time table, attendance review, mid- term tests and science subjects. Students with small attendance are notified according to their names and fined.

Assignment work is awarded to students and marks are awarded before the commencement of the final examination. The syllabus is discussed by the staff members of each department and prior notice is given regarding the conduct of the mid-term and final examinations.

Co-curricular activities are conducted simultaneously from time to time and information in respect of the same is displayed on the notice board. Similarly, annual celebrations are also held during the end of the academic year.

The head of each department monitors the quality of teaching-learning through daily monitoring of teaching-learning activities. Continuous counseling is also done through departmental meetings and staff meetings.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	View Document
Link for additional information	View Document

2.7 Student Performance and Learning Outcomes

2.7.1

The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

Response:

PROGRAMME LEARNING OUTCOMES (PLOs) :

On the completion of the B.Ed. (2 years) Programme, student teachers will be able to develop:

Content Competency:

- to impart relevant knowledge with respect to foundation and methodology courses, to promote mastery over the required content.
- to know, select and use teaching methods.
- to understand the paradigm shift in conceptualizing disciplinary knowledge in school curriculum, to acquire necessary competencies for organizing learning experiences,
- to select and use of appropriate assessment strategies for facilitating learning. to analyse the content, text books and syllabus.

Pedagogical Skills:

- to impart teaching skills and strategies to transfer the given content suitably in classroom situations
- to innovate and experiment classroom practices.

Professional Ethics:

- to imbibe and uphold qualities of a good teacher , to be just and impartial ,
- to show love and respect to the individuality of the child ,
- to inspire and professionally help the parents for the care and guidance of their wards ,

- to preserve proper balance of his/her life as a person of character and be an example to others with his/her intellectual honesty and moral integrity as well as loyalty to the institution to which he /she belongs
- to develop professional attitude, to help demonstrate commitment to values such as loyalty, love, service, equality and excellence.

Effective Citizen Ethics:

- to understand different values such as morality , social service and accept responsibility for the society.
- to create leaders in all walks of life and thus be agents of change in the society by breaking the fetters of all social evils for the betterment of the people of our country and for a better world.

Effective Communication:

- to boost confidence and promote abilities to communicate effectively,
- to plan, teach, organize school related /community based activities and programmes, to collaborate with parents and community for the betterment of students.

COURSE LEARNING OUTCOMES (CLOs):

After the completion of the course the student will be able to:

- Childhood & Adolescence
- Understanding of Educational Technology Language Across the School Curriculum
- Understanding Discipline and Pedagogy: Language, Social Science, Science, Mathematics, Commerce, Economics, Political Science Yoga Education, Music Education,
- ICT Basics
- Learning, Teaching & Assessment
- Knowledge & Curriculum Contemporary Education in India
- Techniques, Methods & Approches of Pedagogy Understanding Self, Personality & Yoga Inclusive Education
- Educational Evaluation Guidance & Counselling Disaster Management
- Health & Physical Education etc.

File Description	Document
Documentary evidence in support of the claim	View Document
Link for additional information	View Document

2.7.2

Average pass percentage of students during the last five years

Response: 96.78

2.7.2.1 Total number of students who passed the university examination during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
95	95	94	69	38

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	View Document

2.7.3

The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements

Response:

Response:

The most appropriate assessments to improve guidance in student learning are quizzes, tests, writing

Assignments, and other assessments that teachers make in their classes on a regular basis. Teachers rely on the results from these assessments because of their direct relationship with classroom teaching goals. Plus, the results are immediate and easy to analyze at the individual student level. To use classroom assessments to improve, however, teachers must change both their approach to assessment and their interpretation of the results. In particular, they need to see their assessment as an integral part of the instruction process and as important in helping students learn.

Despite the importance of assessment in education today, some teachers receive very formal training in assessment design or analysis. Lacking specific training, teachers rely too heavily on assessments submitted by the publisher of their textbooks or instructional materials. When no appropriate assessment is available, teachers construct themselves in a disgusting fashion, with questions and essays similar to those their teachers used to use. They form assessment as assessment instruments, to be used primarily after instructional activities are completed and to provide students with grades.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document

2.7.4

Performance of outgoing students in internal assessment

Response: 93.94

2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year

Response: 93

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document
Any other relevant information	View Document

2.7.5

Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Response:

Response:

Know how to prepare themselves for the assessment. perform to the best of their ability have a greater confidence in the assessment method and the teacher's/assessor's judgment. Improve their motivation. Follow the assessment process:

- understand exactly what is expected from them
- have a clearer understanding of the assessment criteria
- understand what they have to do
- know how to prepare themselves for the assessment
- perform to the best of their ability (when they are fully informed about the assessment)
- have a greater confidence in the assessment method and the teacher's/assessor's judgment improve their motivation
- take ownership of their assessment

File Description	Document
Documentary evidence in respect to claim	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.66

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

Average number of research projects funded by government and/ or non-government agencies during the last five years

Response: 0

3.1.1.1 Number of research projects funded by government and non- government agencies during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description

Document

Data as per Data Template

[View Document](#)

3.1.2

Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response: 0

3.1.2.1 Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:

1. Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation**4. Facilitating research by providing organizational supports****5. Organizing research circle / internal seminar / interactive session on research****Response:** C. Any 2 of the above

File Description	Document
Institutional policy document detailing scheme of incentives	View Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document

3.1.4

Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

- 1. Participative efforts (brain storming, think tank, etc.) to identify possible and needed innovations**
- 2. Encouragement to novel ideas**
- 3. Official approval and support for innovative try-outs**
- 4. Material and procedural supports**

Response: E. None of the above**3.2 Research Publications****3.2.1**

Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response: 3.78

3.2.1.1 Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
02	12	6	8	6

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
Data as per Data Template	View Document

3.2.2

Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 1.56

3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
4	0	0	0	10

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise	View Document
Data as per Data Template	View Document

3.3 Outreach Activities**3.3.1**

Average number of outreach activities organized by the institution during the last five years..

Response: 0

3.3.1.1 Total number of outreach activities organized by the institution during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

3.3.2

Percentage of students participating in outreach activities organized by the institution during the last five years

Response: 0

3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

File Description	Document
Report of each outreach activity with seal and signature of the Principal	View Document
Event-wise newspaper clippings / videos / photographs with captions and dates	View Document
Link for additional information	View Document

3.3.3

Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 0

3.3.3.1 Number of students participated in activities as part of national priority programmes during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	View Document
Data as per Data Template	View Document
Any additional information	View Document
Any other relevant link	View Document

3.3.4**Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development****Response:****Response:**

Shikshan Prasarak Sanstha's College of Education is affiliated to Savitribai Phule Pune University, and our Social Service activities are controlled by the coordinator of the college. In this college we have one Course namely Social Service headed by a Program Officer to execute Social Service activities throughout the year and also during the annual camp. They are instrumental in converting students in to the responsible citizens of the country. Through various programs are organized to spread awareness about health care, cleanliness, energy conservation, environment protection, social equality etc.

File Description	Document
Report of each outreach activity signed by the Principal	View Document
Relevant documentary evidence for the claim	View Document
Any other relevant information	View Document

3.3.5

Number of awards and honours received for outreach activities from government/ recognized agency during the last five years**Response: 1****3.3.4.1 Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	1	0	0

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	View Document
Any additional information	View Document
Link for additional information	View Document

3.4 Collaboration and Linkages**3.4.1****Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years****Response: 0****3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

3.4.2**Functional MoUs with institutions of National and / or International importance, other**

universities, industries, corporate houses etc. during the last five years

Response: 0

3.4.2.1 Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

File Description	Document
Data as per Data Template	View Document

3.4.3

Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

- 1. Local community base activities**
- 2. Practice teaching /internship in schools**
- 3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
- 4. Discern ways to strengthen school based practice through joint discussions and planning**
- 5. Join hands with schools in identifying areas for innovative practice**
- 6. Rehabilitation Clinics**
- 7. Linkages with general colleges**

Response: D. Any 1 or 2 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered

Response:

Response:

Teaching, Learning & Infra Facilities

- Ventilated & Spacious Class Rooms with Glass Boards & LCD Projector, Conference & Seminar Hall, Dedicated Music Rooms, Well equipped Drawing Hall with drawing boards, Library, Latest Configured Desktop Computers, Softwares with Printers and well equipped up to mark laboratories.
- Big playground for playing Cricket, Hockey, Football, Kabaddi, Volley Ball, Badminton, Judo and Athletics etc.
- Saprte Common Room for girls
- MI Room with medical first aid
- Fire Extinguishers
- Generator for power back up with the capacity of 42 KVA
- Canteen with a seating capacity of fifty students.
- Water Coolers for regular water supply and sanitary napkin for girls in the wash rooms.

IT Infrastructure:

- Wi-Fi enabled campus
- ICT lab
- Staff Room with ICT facility Audio system
- Public Address system for the ease of communicating important information to the students.
- Internal and external surveillance system (CCTV) cameras and two LCD for security and smooth administration

Library as a Learning Resource :

- Well-furnished and semi-automated with about 5500 books and magazine/journals.
- Computerized
- Access to Institutional ERP Software for issuing the books and keeping records accordingly.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document
Link for additional information	View Document

4.1.2

Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the last completed academic year.

Response: 100

4.1.2.1 Number of classrooms and seminar hall(s) with ICT facilities

Response: 4

4.1.2.2 Number of Classrooms and seminar hall(s) in the institution

Response: 4

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Link to relevant page on the Institutional website	View Document

4.1.3

Percentage of expenditure excluding salary for infrastructure augmentation during the last five years

Response: 5.67

4.1.3.1 Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
5	5	5	5	5

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View Document
Data as per Data Template	View Document

4.2 Library as a Learning Resource

4.2.1

Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software

Response:

Response:

The library is partially computerized; ERP based Vriddhi software is being used for issuing books and maintaining records. The Vriddhi Software is having the modules like Book Management, accessioning, Barcode facility, Membership, Circulation, Book Bank, and Online Public Access Catalogue (OPAC), Catalogues and Administration. Web OPAC: to get the bibliographical details of the collection and availability of books.

File Description	Document
Web-link to library facilities	View Document

4.2.2

Institution has remote access to library resources which students and teachers use frequently

Response:

Response:

The college library **has computer and internet facilities**. Details on the access to the staff and students and the frequency of use, are as follows:

Access to the staff: Teachers and students use computer and internet to access various kind of information regarding teaching subjects, teaching-learning process, teaching strategies, teaching

Techniques, various kinds of innovations in the field of classroom interactions, teaching aids, effective

use of audio visual teaching aids, role of electronic media in education, recent researches related to educational developments and educational complexities etc., Teaching staff compare the educational developments of other countries with their educational practices of indigenous system. Frequency of use: the library is used almost on each working day.

a. By Teaching staff : on as and when required basis.

b. By students : on as and when required basis.

Computer and internet services are used by staff and the students alike.

File Description	Document
Details of users and details of visits/downloads	View Document

4.2.3

Institution has subscription for e-resources and has membership/ registration for the following

- 1.e-journals
- 2.e-Shodh Sindhu
- 3.Shodhganga
- 4.e-books
- 5.Databases

Response: E. None of the above

File Description	Document
Data as per Data template	View Document
Any additional information	View Document

4.2.4

Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response: 0.29

4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
0.57	0.34	0.09	0.26	0.21

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document

4.2.5

Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 10.16

4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year

Response: 486

4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year

Response: 410

4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year

Response: 406

4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.

Response: 393

4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.

Response: 388

File Description	Document
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal	View Document
Any other relevant information	View Document

4.2.6

Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways

- 1.Relevant educational documents are obtained on a regular basis**
- 2.Documents are made available from other libraries on loan**
- 3.Documents are obtained as and when teachers recommend**
- 4.Documents are obtained as gifts to College**

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

Shikshan Prasarak Sanstha's College of Education continuously updates its IT facilities. Purchased IT equipment includes desktop computers, digital lectures, projection systems, language cum-career labs, and various software for these. The college IT lab is equipped with 15 computers and a server that runs on Windows 10,11 and Linux to support a mastery of basic IT skills for students. The college has a dedicated lease line of fast internet connectivity and Wi-Fi facility. ICT facilities are used extensively by both faculty and students.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	View Document

4.3.2**Student – Computer ratio for last completed academic year****Response:** 24.5

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View Document
Data as per Data Template	View Document

4.3.3**Internet bandwidth available in the institution****Response:** 200**4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS****Response:** 200

File Description	Document
Receipt for connection indicating bandwidth	View Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document

4.3.4**Facilities for e-content development are available in the institution such as**

- 1. Studio / Live studio**
- 2. Content distribution system**
- 3. Lecture Capturing System (LCS)**
- 4. Teleprompter**
- 5. Editing and graphic unit**

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1

Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

Response: 9.75

4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
7.47	6.54	9.12	10.13	9.71

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document

4.4.2

Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place

Response:

Response:

Shikshan Prasarak Sanstha's College of Education checked the stocks annually in which the equipment available in various laboratories and in the library are physically checked and verified. Library Committee and the Purchase Committees along with ministerial and support staff conduct this work and identified the damaged items and books and recommended for purchasing & writing again. After proper recommendation by the both Committees, items and books are procured on the demand of the concerned teacher in-charge. All formalities related to the purchase and disposal of old damaged equipment and books as laid down in the Store and Purchase Rules. This relationship is rigorously followed. The college ensures optimal allocation and utilization of the available financial resources for maintenance and upkeep of different facilities by holding regular meetings of various committees constituted for this purpose.

The college has a building maintenance committee to upkeep of infrastructure. Teachers submit their requirements to the Principal regarding classroom furniture and other. The college development fund is utilized for maintenance and minor repair of furniture and other electrical equipments.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

A range of capability building and skill enhancement initiatives are undertaken by the institution such as:

1. Career and Personal Counseling
2. Skill enhancement in academic, technical and organizational aspects
3. Communicating with persons of different disabilities: Braille, Sign language and Speech training
4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two
5. E-content development
6. Online assessment of learning

Response: B. Any 4 or 5 of the above

File Description	Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View Document
Data as per Data Template	View Document

5.1.2

Available student support facilities in the institution are:

1. Vehicle Parking
2. Common rooms separately for boys and girls
3. Recreational facility
4. First aid and medical aid
5. Transport
6. Book bank
7. Safe drinking water
8. Hostel
9. Canteen
10. Toilets for girls

Response: B. Any 7 of the above

File Description	Document
Upload any additional information	View Document
Geo-tagged photographs	View Document
Paste link for additional information	View Document

5.1.3

The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as

- 1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
- 2. Details of members of grievance redressal committees are available on the institutional website**
- 3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
- 4. Provision for students to submit grievances online/offline**
- 5. Grievance redressal committee meets on a regular basis**
- 6. Students' grievances are addressed within 7 days of receiving the complaint**

Response: C. Any 3 or 4 of the above

File Description	Document
Upload any additional information	View Document
Institutional guidelines for students' grievance redressal	View Document
Data as per Data Template for the applicable options	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document
Paste link for additional information	View Document

5.1.4

Institution provides additional support to needy students in several ways such as:

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**

3. Dean student welfare is appointed and takes care of student welfare

4. Placement Officer is appointed and takes care of the Placement Cell

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: D. Any 1 of the above

File Description	Document
Upload any additional information	View Document
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View Document
Data as per Data template	View Document

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 32.82

5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
36	29	11	39	14

File Description	Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	View Document

5.2.2

Percentage of student progression to higher education during the last completed academic year

Response: 6.19

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 4

5.2.2.2 Number of outgoing students progressing from PG to M.Phil.**5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.**

Response: 2

File Description	Document
Documentary evidence in support of the claim	View Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document

5.2.3

Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

Response: 4.83

5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	9	1	7	2

File Description	Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document

5.3 Student Participation and Activities**5.3.1**

Student council is active and plays a proactive role in the institutional functioning

Response:

Response:

Shikshan Prasarak Sanstha's College of Education has a representative body of the students in which students are elected every year at the start of the academic year.

The student representatives coordinate various activities and responsibilities entrusted by the college to them. They act as a link between students and the faculty members, and the college.

Funding of various activities undertaken by the students' representative body is done by the college

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Copy of constitution of student council signed by the Principal	View Document

5.3.2

Average number of sports and cultural events organized at the institution during the last five years

Response: 9.6

5.3.2.1 Number of sports and cultural events organized at the institution during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
8	6	10	11	13

File Description	Document
Upload any additional information	View Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document
Copy of circular / brochure indicating such kind of events	View Document

5.4 Alumni Engagement**5.4.1**

Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

Contribution of Alumni to the Growth and Development of the College.

- The alumni's contributions in the growth and development process are given below.
- The Alumni helps in establishing Networking with all students.
- It helps the college in updating about the placements of pass out students.
- It furnishes information about job opportunities in schools
- Its feedback has helped in improving the existing curriculum, organizing new activities, etc.
- It has given many healthy suggestions for the augmentation of the college.
- Helps in publicity

File Description	Document
Details of office bearers and members of alumni association	View Document

5.4.2

Alumni has an active role in the regular institutional functioning such as

1. **Motivating the freshly enrolled students**
2. **Involvement in the in-house curriculum development**
3. **Organization of various activities other than class room activities**
4. **Support to curriculum delivery**
5. **Student mentoring**
6. **Financial contribution**
7. **Placement advice and support**

Response: D. Any 1 of the above

5.4.3

Number of meetings of Alumni Association held during the last five years

Response: 2**5.4.3.1 Number of meetings of Alumni Association held during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	0	0	0

File Description**Document**

Data as per Data Template

[View Document](#)**5.4.4**

Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them.

Response:**Response:**

The College has an Alumni Association. The Association has been helping the college in its growth and development process efficiently, by providing positive feed back.

1. The principal of the College is the President of the Alumni Association. Other members include faculty and students.

2. The activities of the Alumni Association of the last two years are given below.

- Informal get together of the students of every preceding session's passed out batch in college campus.
- Felicitation of the students who get placements during the preceding academic year .

3. The top ten alumni occupying prominent position.

4. Contribution of Alumni to the Growth and Development of the College.

- The alumni's contributions in the growth and development process are given below.
- The Alumni helps in establishing Networking with all students.
- It helps the college in updating about the placements of pass out students. It furnishes information about job opportunities in schools
- Its feedback has helped in improving the existing curriculum, organizing new activities, etc. It has given many healthy suggestions for the augmentation of the college.
- Helps in publicity

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission

Response:

VISION OF THE INSTITUTE - Any Institute have its own mission and Vision its help to develop the view for the educational and administrative structure for the establishing a broad success in the future. SPS College of Education such institution have its own pathway for the development and the educational goal with the help of Mission and Vision.

VISION STATEMENT- Our institutional Vision is "Spread Knowledge unto the Last"

- 1.To make available equal opportunities and ensure support without prejudice based on gender, class, caste, religion and economic status.
- 2.To ensure recognition as an international leader in holistic education to achieve global competency incorporate and social world.
- 3.To go beyond the recognized frontiers of social equity and justice and provide pioneering leadership action in bringing together the illiterate and the ignorant towards education to transform human Population into a human resource.
- 4.To make available globally competitive education infrastructure compatible to the changing challenges of India's nation – building processes.

MISSION STATEMENT OF THE COLLEGE-

We aim to make local excellence globally competitive by employing innovative and skill based educational Programs for the students from diverse cultural backgrounds.

We strive to boost the self-confidence of our **Students** through their spiritual, moral, intellectual, social, and emotional and physical development by offering Value based education.

1. College take efforts to use in its educational performance different kinds of methodology for awareness to the trainee teacher as well as field visit, guest lectures, lecture series and all academic session arranges to boost the knowledge for the rural student.
2. College enable to arrange through the academic syllabic sessions the Personality Development, Interview skills, Bio-data writing skills, how to use Google Form for evaluation and assessment, SWOT analysis such all skills enable to the students to face educational challenges and barriers. This activity gives the shape the personality of the student.
3. In pandemic situation college and all staff take efforts to complete the syllabus and reach different

kinds of knowledge through curricular and extracurricular activities. So that the teacher use technology resources like ZOOM, Google Meet, Google Form, and Whatsup for reaching up to the students. Not only teacher complete syllabic aspect but also reach the content knowledge unto the last bench of the students. Resources helps to reach up to the remote area for spreading the knowledge.

ADMISTRATIVE MISSION.

- 1.College provide Scholarship Schemes, Vidydhankalash Yojana, Learn and Earn Scheme for helping student with educational support.
- 2.From the tribal areas students like SC and ST Student College support them with best knowledge and providing facility.
- 3.College use innovative and new ideas with subjective teaching methodology for the extra ordinary and slow learner's student also. College provide supervise study for weak and poor educational background students.
- 4.To keep smooth functioning at all work of Administration.
- 5.To carry out teaching and training programs for aspirants as per norms and standards set by the control bodies such as NCTE
- 6.To resolve the higher authority department notices for academic function
- 7.To solve properly, Issues and problems regarding to students.

File Description	Document
Vision and Mission statements of the institution	View Document
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signatureof the Principal	View Document

6.1.2

Institution practices decentralization and participative management

Response:

Response:

The college practices decentralization and participatory management in keeping with its belief in collective leadership and democratic traditions. A particular reflection of this practice may be seen in the extensive delegation of authority to the teachers in the college.

The Ways in which all teachers participate in the Management Process:

- The Principal oversees the Teaching Plans of his/her departmental members. Teachers have right to make adjustments in the routine.
- They often takes the lead in planning seminars, workshops, career counselling sessions, remedial measures, interdepartmental or/and inter-college exercises, departmental excursions and study

tours.

- They have liberty to introduce creative and innovative measures for the benefit of their students. They can decide on the nature, pattern and duration of special and remedial classes for the students of their department.
- The above enumeration of features comprising participatory management points fairly conclusively to the ethics of decentralization which is integral to the institution and informs its functioning at every level.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document

6.1.3

The institution maintains transparency in its financial, academic, administrative and other functions

Response:

Response:

Financial Affairs:

Shikshan Prasarak Sanstha's College of Education is a self-finance institution. Salaries and other expenditures are directly controlled by the Shikshan Prasarak Sansthas management. Funds collected from the students fee as per norms as a part of a self-generated resource that is spent for the salary. Fee and funds available with the college are directly controlled by the Shikshan Prasarak Sanstha. Audits are periodically conducted to ensure complete transparency. Payments are made through cheques. Scholarships and other benefits available to the students are directly credited into their bank accounts.

Academic Affairs:

The college offers B.Ed course. Admission is taken on the basis of CET examination conducted by the state government. Admission is done as per the guidelines issued by the government from time to time.

Administrative Affairs:

Every employee from top to bottom is part of the college administration. Teaching as well as non-teaching is given additional tasks in addition to their normal duties at the beginning of the session. Deep interest is taken by the employees to complete the assigned tasks. Various committees are formed at the beginning of the session every year to look into the various activities of the college.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document
Any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

Response:

The strategy followed by the college is quite specific and action oriented. In order to achieve the goals the Shikshan Prasarak Sanstha College of Education has designed specific short term and long term plans. The time-bound strategic plan developed by the college is effectively implemented and supported with appropriate financial allocations. The officers of the college are governed on the principles of participation and transparencies.

The college maintains an IQAC that functions on the basis of MIS. The college maintains an efficient management system to collect, align and integrate information on academic and administrative aspects of the college. The college has good practice of meeting and deciding on issues. The various teacher-in-charges are under the obligation of reporting the matter to the head. It is a well-planned and meticulously observed practice.

Particularly, the following activities fall under the preview of the issue in hand:

- | | |
|---|------------------------------|
| a. Syllabus Coverage | b. Use of Audio Visual Aids. |
| c. Students Attendance Record | d. Internal Assessment, |
| e. Organization of CCA | f. Laboratory Work |
| g. Use of ICT and Educational Technology. | |

The above aspects are handled by the concerned committees headed by the head of the college. Data collected are then forwarded to Manager. Prospective plan is developed at the beginning of the academic session. Development of programmes works on the collective wisdom of the faculty.

File Description	Document
Documentary evidence in support of the claim	View Document

6.2.2

The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Response:

Response:

Organizational structure of the Shikshan Prasarak Sanstha's College of Education is framed, in which, The Principal is the academic and administrative head of the institution. He is assisted by senior most teachers like, Professor in charge and other professors. They all follow rules and regulations as prescribed by UGC/NCTE/State Government for the constituent colleges. Faculty are directly responsible for the academic and curricular development of the students. Staff members have been designated as Criteria in charge, Chairperson or members of various committees. Students are involved as active members of the committee. For the complete functioning of college activities, more than 15 committees are identified. Every committee consists of committee chairperson, staff and student members. They together plan for the activities. The function of every committee in the Institution is well defined. All Chairperson report to Principal and Principal monitors the effective functioning of these bodies. Apart various committees are formed for smooth functioning of various activities of the college like:

1. NAAC steering committee
2. Admission committee
3. Library committee
4. Building committee
5. Student placement cell
6. Student counselling cell
7. Sports committee
8. Internal Evaluation Committee
9. IQAC Committee
10. Practice Lesson Committee
11. Magazine Committee
12. Micro Teaching Committee
13. Time Table Committee

14.	Internship Committee
15.	Women Grievance Redresser Committee
16.	Grievance Redresser Committee
17.	Examination Committee
18.	Publicity Committee

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to Organogram of the Institution website	View Document

6.2.3

Implementation of e-governance are in the following areas of operation

- 1.Planning and Development**
- 2.Administration**
- 3.Finance and Accounts**
- 4.Student Admission and Support**
- 5.Examination System**
- 6.Biometric / digital attendance for staff**
- 7.Biometric / digital attendance for students**

Response: B. Any 5 of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Data as per Data Template	View Document

6.2.4

Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.

Response:

Response:

The planning and implementation of all the activities of various bodies and committees is carried out by the members of the respective bodies through a well-organized system of planning and evaluation. Minutes of staff meetings are duly recorded for maintenance and transparency of records. Various activities and plans in the college are formulated according to the guidelines of the State Higher Education Department, Savitribai Phule Pune University and the vision and mission of the college. It is based on feedback and suggestions in meetings with stakeholders such as college students, Efforts are always made to implement and execute all plans and decisions effectively keeping in mind the welfare of the students and the overall development of the institution. Press releases are also issued by the institution to make public any significant achievement. The college also provides important information on the website and notice board. The various bodies and committees present in the college make it a point that the academic and cultural calendar is implemented in a timely manner. Decisions taken at various meetings are properly documented and effective steps are taken to implement the decisions at the ground level in reality.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Action taken report with seal and signature of the Principal	View Document

6.3 Faculty Empowerment Strategies

6.3.1

Effective implementation of welfare measures for teaching and non-teaching staff is in place

Response:

Response:

Shikshan Prasarak Sanstha's College of Education Management is cater their staff as family members and fully supportive in every way to improve their professional development of its teaching and non-teaching staff. In the present scenario. The College ensures the professional development of the staff by:

- Encouraging faculty members for participating in seminar, workshops orientation and refresher courses.
- Encouraging the faculty to publish research papers in national journals.
- Encouraging the faculty to take up membership of various state and local level research.
- The administrative/non-teaching staff also needs training in advanced skills related to their work. Training in computer and software management is provided to the staff members as per requirement.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document

6.3.2

Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

Response: 0

6.3.2.1 Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Income Expenditure statement highlighting the financial support to teachers	View Document
Data as per Data Template	View Document

6.3.3

Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years.

Response: 11

6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	3	2	2

File Description	Document
List of participants of each programme	View Document
Data as per Data Template	View Document
Brochures / Reports along with Photographs with date and caption	View Document

6.3.4

Percentage of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes

Response: 35.56

6.3.4.1 Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
5	06	05	0	0

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document

6.3.5

The institution has a performance appraisal system for teaching and non-teaching staff

Response:

Response :

Shikshan Prasarak Sanstha's College of Education has mechanisms in place for performance assessment and using the evaluations to improve teaching, research and service of the faculty and other staff. The college analyses and appropriately uses the assessment and evaluation and the annual appraisal outcome of both teaching and non-teaching staff.

The college has suggestion box for volunteering suggestions on the performance of the faculty from any stakeholder. Students' feedback is a regular practice and they are free to communicate to the principal

and the management. Students are given opportunity to express their views about different academic and co- curricular program organized by the college, during the academic session Comprehensive evaluation by students and peers are also incorporated in the assessment. The college procures written feedback from the students at the end of the academic year. The feedback form has columns dealing with the performance of the faculty and other staff. The faculty is required to submit self-appraisal report as well.

The relevant committees, Teacher-in-charges, event managers and the principal present their over all assessment. All the suggestions and feedback are analyzed and a report is prepared and placed before the Manager, who decides on the action to be taken by the executives.

The analysis report is implemented for the betterment of the faculty and other staff, and with that the total working of the college. Concerned decision-making bodies and committees and functionaries workout the mode of operation and provide necessary resources and issue directives for its implementation. If need be services of some expert are also requisitioned for seeking necessary guidance.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

Response:

Shikshan Prasarak Sanstha's College of Education has set up a system for directing internal and external audits for ensuring proper accounting for receipts and payments of the student fees is looked after by the management. All vouchers are examined by an internal financial committee on half yearly basis. The expenses incurred under various heads are completely checked by confirming the bills and vouchers. In the event that any discrepancy is discovered, the same is brought to the notice of the principal. A similar cycle is being followed throughout the previous five years.

The mechanisms to monitor the effective and efficient use of financial resources are as follows:

The college budget includes recurring expenses such as salaries, electricity, internet charges, maintenance costs, stationery, other consumable fees and non-recurring expenses such as lab purchases,

furniture and other development expenses. The expenditure will be monitored by the accounting department as per the allocated budget.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document

6.4.2

Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the last five years (not covered in Criterion III)(INR in Lakhs)

Response: 0

6.4.2.1 Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

6.4.3

Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.

Response:

Response:

Budgeting and auditing procedures are regular and standardized.

The sources of income of the college are legitimate and known. Financial planning is done to ensure allocation of required funds for all the college activities. The college follows financial regulations based on the approved procedures of financial management. It budgets all items of expenditure which remain transparent. In the financial sphere it honors all the legal limits and maintains transparency in transactions.

The college is self-financed and does not get any grant for the conduct of the programme. The only

sources of revenues are the fee realized from the students as per norms of the NCTE and the affiliating university. The details are reflected in the annual budget of the college.

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies

Response:

Response:

Shikshan Prasarak Sanstha's College of Education has adopted quality management strategies in academic and administrative aspects. It is geared to promote an ambience of creativity, innovation and improving quality.

The college formulated and established a Seven-member Internal Quality Assurance Cell (IQAC) in 2019 so as to respond to the changing educational, social and market demands.

The cell makes assessment of different aspects of the functioning of the college, and monitors their functioning. It gives suggestions from time to time i.e. from beginning to the end of the course. This cell also examines and addresses the suggestions received through different modes such as verbal, communicated or through Suggestion Box and allied channels. Its major activities include

- Development and application of quality benchmarks/parameters for the various academic and administrative activities of the College; Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process;
- Arrangement for feedback responses from students, and other stakeholders on quality- related institutional processes;
- Dissemination of information on the various quality parameters;
- Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles;
- Documentation of the various programmes/activities of the College, leading to quality improvement;

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View Document

6.5.2

The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

Response:

Shikshan Prasarak Sanstha's College of Education is sensitive to the quality of education as well as to changing educational, social and market demands.

The college has IQAC and Programme Advisory Committee (PAC) which assess the performance of the programmes approved by it. The quality is reflected in the implementation of the academic programmes and quantum of target achieved.

The college takes utmost care in planning and implementation of the academic programmes. To sustain the quality of its academic programmes, the stakeholders' feedback and the previous years' results are the benchmark for further improvement.

The college makes all out efforts to

- Ensures adherence to academic calendar with the help of schedule for all activities Supervises content delivery by faculty, through Principal
- Ensures high performance of students in internal examination academic
- Monitors attendance of students and also keeps the students informed on quarterly basis. Maintains and ensures stock verification
- LCD projectors have been installed in various classrooms for a better learning process. Remedial classes are organized as per the requirement and feedback of the students.
- To make the library student friendly the institution has taken the measures to digitalize the library. Internet facility is also provided to the students in the library.
- Evaluating teaching-learning methodology periodically through student feedback.
- The college does not have any control over the syllabi and these are implemented as per the direction of the Savitribai Phule Pune University Pune.

6.5.3

Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 2.6

6.5.3.1 Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
6	2	4	1	0

File Description	Document
Report of the work done by IQAC or other quality mechanisms	View Document
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document

6.5.4

Institution engages in several quality initiatives such as

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements**
- 2. Timely submission of AQARs (only after 1st cycle)**
- 3. Academic Administrative Audit (AAA) and initiation of follow up action**
- 4. Collaborative quality initiatives with other institution(s)**
- 5. Participation in NIRF**

Response: C. Any 2 of the above

File Description	Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Any additional information	View Document

6.5.5

Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

Response:

Response:

Shikshan Prasarak Sanstha's College of Education reviews its teaching learning process, operations and learning outcomes. The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process. The academic calendar is prepared in advance, displayed and circulated at the institute and is strictly adhered to.

Admission to B.Ed. Programs, summer, winter and mid-term holidays, examination schedules and results are announced in the academic calendar.

All newly admitted students are compulsorily involved in orientation programs, in which they have philosophy, specificity of education system, teaching learning process, system of continuous assessment, compulsory core curriculum, various cultural activities, discipline and culture of the institution. All students are also given a guided tour of the campus and various facilities. Students are made aware of time table, program structure, syllabus of courses before the semester starts. Class committees are held regularly to seek feedback with students and appropriate steps are taken for the teaching-learning process.

The approach of IQAC has always focused on the process of learner-centered teaching learning and it has formulated policy to evaluate and evaluate it from time to time. Accordingly, the IQAC complies with teaching, learning activities and reviews, and modifies after taking suggestions. To see the learning outcomes, the IQAC periodically reviews the teaching process and suggests gradual and regular expansion, upgrades and addition of expected materials, equipment, infrastructure and more.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements

Response:

Response:

The college currently uses a 42 KVA generator as an alternative source to meet its power requirements. In the future, the college for alternative sources is poised to formulate a systematic energy policy of energy conservation methods and has considered to work seriously on it.

This is our long term goal as per the policy includes educating students and employees on environmental concerns and sustainability to turn our college into a carbon-negative institute. To include environment concerns in planning and decision making. Our sole goal is to include environmental concerns in planning and decision making.

Solar is one of the easy ways to cut down electricity costs at institutions. In our area, we receive around 330 days of sunshine a year. Compared to the rest of the other areas, we are in the driver's seat to utilise a large portion of the sun's energy.

File Description	Document
Institution energy policy document	View Document
Any additional information	View Document

7.1.2

Institution has a stated policy and procedure for implementation of waste management

Response:

Response:

Policy Statement

Shikshan Prasarak Sanstha's College of Education will adopt the principles of the "**MAXIMUM SUSTAINABLE WASTE MANAGEMENT**" in the delivery of its waste management services. The College will apply a 'squander various levelled approach', to diminish, reuse, reuse and recuperate by products in preference to the removal of waste to landfill. The College recognises the importance of meeting these legal prerequisites and deal with its waste responsibly, diminish the volume of waste sent

to landfill and boost reuse and recycling where possible.

The College needs all the teaching and non-teaching staff, students, making use of the premises to comply with this Policy. Any solid waste generated in the campus shall be overseen and taken care in accordance with the compliance criteria and the procedure laid down by the CPCB. There is a legal requirement for all who produce, keep or dispose hazardous/radioactive waste/chemical waste of any type to comply with the various regulations under national and international environmental protection legislation.

Implementation Procedure

It will be compulsory with respect to the Principal Investigator to report changes/additions in unsafe waste generation and step taken to decrease generation of waste per unit of production.

According to the Hazardous Waste guidelines, College can store dangerous waste for a period not exceeding 90 days and will manage a record of sale, shifting, storage, reusing and reprocessing of such wastes except if the concerned State Pollution Control Board has broadened the specified period.

The waste could either be reused or discarded in captive or regular treatment, storage and disposal facilities available in the campus, as proposed in the following waste hierarchy.

- Prevention Minimization Reuse Recycle
- Energy Recovery
- Proper Disposal (Landfill/Incineration)
- Avoiding waste at source and minimizing waste utilization

In the hierarchy of waste management, waste avoidance and waste reduction must first be attempted, for which the dissemination of information on technical options should be a continuous practice. Promote the implementation of recovery of resources such as solvents, other reagents and by-products, as well as the re-generation of spent catalysts within the time limit.

Reuse, retrieval and recycling of non-hazardous waste

Shikshan Prasarak Sanstha's College of Education will explore opportunities / opportunities for reuse, recovery and recycling of waste in an environmental manner. Paper waste will be recycled to make paper boards and packing materials. The paper's toxic inks and dyes will be treated with enzyme technology, which is environmentally benign.

Safe disposal of hazardous waste

For waste that cannot be recycled, safe and environmentally sound disposal will be adopted based on the waste category. The design and operation criteria of disposal facilities should be strictly followed as per the guidelines laid down by the CPCB.

Setting up of general treatment, storage and disposal facilities

General treatment plant for departmental and house hold waste will be set up and rotatable and non-biodegradable waste will be separated and treated according to their physical nature.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document

7.1.3**Institution waste management practices include**

- 1. Segregation of waste**
- 2. E-waste management**
- 3. Vermi-compost**
- 4. Bio gas plants**
- 5. Sewage Treatment Plant**

Response: D. Any 1 of the above

File Description	Document
Geo-tagged photographs	View Document

7.1.4**Institution has water management and conservation initiatives in the form of**

- 1. Rain water harvesting**
- 2. Waste water recycling**
- 3. Reservoirs/tanks/ bore wells**
- 4. Economical usage/ reduced wastage**

Response: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document

7.1.5

Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Response:

Response:

By enforcing the Prime Minister's "Swachh Bharat Mission", Shikshan Prasarak Sanstha's College of Education is always committed to maintaining a clean college environment sets a good example to students, teachers & other staffs. It encourages learners to take pride in their college, which makes them less likely to drop litter and as such they will potentially make a bigger effort to maintain their environment. Cleanliness is incredibly important when it comes to cutting down on the spread of diseases in the college and means that staff and students are able to enjoy a comfortable learning environment. It also improves hygiene levels and can help to reduce the spread of sickness.

Cleanness in Campus:

1. Provide door mats in each class.
2. Keep trash bins in each working station and class.
3. Start recycling practices in the college
4. Encourage students and teachers to keep things away immediately after use.
5. Organise cleaning day events like Swachh Bharat.
6. Clean the campus facilities frequently.
7. Hire a professional cleaning team.

Sanitation:

1. Personal hygiene
2. Safe drinking water
3. Toilet/human excreta disposal
4. Disposal of waste water
5. Solid waste management
6. Environmental sanitation

Green Cover

We are endorsing and enforcing measures to make the College a carbon negative campus using the following

1. Tapping Solar Energy

We have already installed in house solar plants and create sustainable energy for the requirement of the campus with the support of University grants.

2. Rainwater Harvesting

In another step towards the preservation of the intricate water table in the college, building have been made compatible for rain water harvesting. We are positive that the rain water harvesting method employed by us will be the guiding light for others.

3. Utilizing Natural Light

The building architecture of college is designed in such a manner that permits the free flow of air and allows natural light to cover all the corners of the building. The ample natural light therefore avoids the usage of the lights in the corridors and rooms.

Pollution Free Healthy Environment

1. Use Reusable Water Bottles and Coffee Mugs. ...
2. Recycle and Compost.
3. Use of LED bulbs in college
4. Dustbins on the Premises
5. Waste control in entire campus
6. No use of plastic in campus
7. Use of dust proof chalks in classrooms
8. Minimum use of Photocopy/Printing

File Description	Document
Documents and/or photographs in support of the claim	View Document
Any additional information	View Document

7.1.6

Institution is committed to encourage green practices that include:

1. Encouraging use of bicycles / E-vehicles

2. Create pedestrian friendly roads in the campus**3. Develop plastic-free campus****4. Move towards paperless office****5. Green landscaping with trees and plants****Response:** C. Any 3 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document

7.1.7

Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 4.99

7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
15.50	0.32	6.17000	0	0

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document

7.1.8

Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:

Response:

The college is only an affiliated college to Savitribai Phule Pune University so don't have any role in this context.

7.1.9

Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

- 1. Code of Conduct is displayed on the institution's website**
- 2. Students and teachers are oriented about the Code of Conduct**
- 3. There is a committee to monitor adherence to the Code of Conduct**
- 4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

Response: C. Any 2 of the above

File Description**Document**

Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University

[View Document](#)

7.2 Best Practices**7.2.1**

Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

Best Practice - 1 - Title - Swavalambi Shikshan (Scheme for economically Weaker Students) Earn and Learn Scheme and Vidyadhan Kalash Scheme

The Practice- Students who are in need of financial assistance under 'Vidyadhan Kalash Yojana' have to fill the application for getting help under this scheme in the office of the institution.. After verifying the background of the students, the group guide professor signs the application form as guarantor. After complete verification the student is given financial assistance through check every year from the institute office till the completion of education. After this, the student has to repay the total amount paid to them at one time or as per their convenience, without paying any additional charges or interest. So the same money is available to the students coming next year.

Earn and learn scheme collects applications from interested students. Students are selected on the basis

of financial background and merit if necessary. The students enrolled under the scheme are given work like office work, library work, technical work and field work. However, while distributing the work, it is seen that all the students got equal opportunity. Every student is expected to work for three hours every day after class. Students working under this scheme are given a stipend of Rs. 45/- per hour.

Best Practice- II Title- Sanskrit Culture (Nurturing, Promoting)

The Practice -The College is always involved in various Sanskrit related activities implemented by the institution. The faculty and trainees of Sanskrit subject in the college do important work for organizing and judging various competitions. With the aim of getting good teachers who teach good Sanskrit for many generations in the future, the teaching method of Sanskrit subject has been started in College of Education of Shikshan Prasarak Sanstha. The characteristics of the Sanskrit teaching method is that -out of total 125 Colleges of Education in Savitribai Phule Pune University, only four colleges have only Sanskrit subject teaching method. None of these colleges have qualified professors to teach Sanskrit teaching methods, but the College of Education of Shikshan Prasarak Sanstha has professors who are qualified as per UGC rules and have permanent recognition of Savitribai Phule Pune University. Because of this, students who have done their graduation in other states also get admission in this college and get their B. Ed training. Also students who have graduated from various universities in Maharashtra also complete their training by taking admission in this college.

Moreover, the students who take admission in this college are the well-off residents of various districts of the country like Solapur, Beed, Jalna, Satara, Pune, Mumbai, Nashik and also complete their BEd training in the college as per the rules. Job opportunities are provided to these student from various school. College placement cell organised interview for sanskrit student .The students who have undergone training in this college are seen as meritorious students and most of the students have joined the school as teachers of Sanskrit as a teaching profession all over Maharashtra.

File Description	Document
Photos related to two best practices of the Institution	View Document
Any additional information	View Document
Link for additional information	View Document

7.3 Institutional Distinctiveness

7.3.1

Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

Response:

The Vision, Mission and Objectives of the institution clearly points towards a value based education based on the curriculum of the affiliating university. The college has a strong bonding with the local people. This includes a number of minorities and marginalized section students. The college successfully implemented the Choice Base Credit system which was introduced by Savitribai Phule Pune University in 2015. The focus is on skill development, career oriented programs through value added courses. Special attention is given to weak students especially belonging to ST/SC, OBC and minority groups. This college caters to the needs of rural students also.

The number of girl students also remains good in college. The main focus of the institution remains on the betterment and welfare of the girl students. Women-oriented programs are frequently organized in the college to motivate the girls. Most of the girls would have remained either at home or would have chosen different tracks. The college administration always endeavors to provide such girls a good platform to exhibit their talents in different activities in the college. A sanitary vending machine has been installed in the college. For the safety of the girls, the college has appointed one security guard at its own expenses which is not a routine practice generally in government colleges.

Through proper planning and strategies, the institution focuses at delivering to its best ability the vision of the college. Our college believes in philosophy that students are the most essential and crucial stakeholder and all essential efforts are made to make them professionally and socially competent, so special efforts are made in this context. In our institute Students from a diverse socio-economic and academic background are enrolled annually.

5. CONCLUSION

Additional Information :

Institutional Achievement:-

- 1) All the professors required for quality teacher training have been appointed.
- 2) The college has been striving to provide more facilities for the students.
- 3) Students are being taught to be responsible citizens through educational and various activities.
- 4) Scholarship & Vidyadhan Kalash scheme has been implemented for SC, ST and OBC, Open students.
- 5) Earn and Learn Scheme for Economically Weak Students
- 6) Various activities are organized to impart value based education.
- 7) In order to inculcate value of research, research subject is actually introduced in the curriculum.
- 8) The college has been awarded by various organizations for social activities
- 9) Students are prepared to face the interview to get various jobs.
- 10) Orientation/Refresher program improves the quality of teaching of professors.

Concluding Remarks :

The College of Education constantly considers the progress of the students. Providing more facilities. In terms of study and teaching, freedom is given to choose more subjects and facilities are provided for it. The speciality of College of Education is that this is the only college where Sanskrit teacher is trained. The college continuously strives to provide more opportunities, accept challenges and turn them into opportunities.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through</p> <ol style="list-style-type: none"> 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 of the above Remark : Input edited as per the supporting documents</p>																				
1.2.2	<p>Average Number of Value-added courses offered during the last five years</p> <p>1.2.2.1. Number of Value – added courses offered during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>2</td> <td>0</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Input edited as per the supporting documents</p>	2021-22	2020-21	2019-20	2018-19	2017-18	2	2	0	1	1	2021-22	2020-21	2019-20	2018-19	2017-18	1	0	0	0	0
2021-22	2020-21	2019-20	2018-19	2017-18																	
2	2	0	1	1																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
1	0	0	0	0																	
1.2.3	<p>Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years</p> <p>1.2.3.1. Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>98</td> <td>100</td> <td>0</td> <td>100</td> <td>83</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	98	100	0	100	83										
2021-22	2020-21	2019-20	2018-19	2017-18																	
98	100	0	100	83																	

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
01	00	0	00	00

Remark : HEI has provided only one-year students list year 2021-22 number of students 91, so Input was edited. 1 certificate provided by HEI

1.2.4 **Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through**

1. **Provision in the Time Table**
2. **Facilities in the Library**
3. **Computer lab facilities**
4. **Academic Advice/Guidance**

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : Input edited as per the supporting documents

1.4.1 **Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.**

Structured feedback is obtained from

1. **Students**
2. **Teachers**
3. **Employers**
4. **Alumni**
5. **Practice teaching schools/TEI**

Answer before DVV Verification : C. Any 3 of the above

Answer After DVV Verification: D. Any 2 of the above

Remark : Input edited as per the supporting documents

1.4.2 **Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following**

Answer before DVV Verification : B. Feedback collected, analysed and action has been taken

Answer After DVV Verification: D. Feedback collected

Remark : Input edited as per the supporting documents.

2.1.2 **Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..**

2.1.2.1. **Number of students enrolled from the reserved categories during last five years..**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
34	39	39	43	56

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
34	39	39	43	50

Remark : Input Edited as per the supporting documents,

2.2.2 **Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through**

- 1. Mentoring / Academic Counselling**
- 2. Peer Feedback / Tutoring**
- 3. Remedial Learning Engagement**
- 4. Learning Enhancement / Enrichment inputs**
- 5. Collaborative tasks**
- 6. Assistive Devices and Adaptive Structures (for the differently abled)**
- 7. Multilingual interactions and inputs**

Answer before DVV Verification : A. Any 5 or more of the above

Answer After DVV Verification: C. Any 3 of the above

Remark : Input edited as per the supporting documents

2.3.2 **Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years**

2.3.2.1. Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
8	8	8	8	5

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18

00	00	00	00	00
----	----	----	----	----

Remark : Input edited as per the supporting documents

2.3.3 **Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..**

2.3.3.1. **Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year**

Answer before DVV Verification : 70

Answer after DVV Verification: 00

Remark : Input edited as per the supporting documents

2.3.4 **ICT support is used by students in various learning situations such as**

1. **Understanding theory courses**
2. **Practice teaching**
3. **Internship**
4. **Out of class room activities**
5. **Biomechanical and Kinesiological activities**
6. **Field sports**

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : Input edited as per the supporting documents

2.3.6 **Institution provides exposure to students about recent developments in the field of education through**

1. **Special lectures by experts**
2. **'Book reading' & discussion on it**
3. **Discussion on recent policies & regulations**
4. **Teacher presented seminars for benefit of teachers & students**
5. **Use of media for various aspects of education**
6. **Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Answer before DVV Verification : B. Any 4 of the above

Answer After DVV Verification: D. Any 2 of the above

Remark : As per the supporting documents Input was edited.

<p>2.4.1</p>	<p>Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include</p> <ol style="list-style-type: none"> 1. Organizing Learning (lesson plan) 2. Developing Teaching Competencies 3. Assessment of Learning 4. Technology Use and Integration 5. Organizing Field Visits 6. Conducting Outreach/ Out of Classroom Activities 7. Community Engagement 8. Facilitating Inclusive Education 9. Preparing Individualized Educational Plan(IEP) <p>Answer before DVV Verification : B. Any 6 or 7 of the above Answer After DVV Verification: D. Any 2 or 3 of the above Remark : Input edited as per the supporting documents</p>
<p>2.4.2</p>	<p>Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as</p> <ol style="list-style-type: none"> 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: D. Any 2 or 3 of the above Remark : Input edited as per the supporting documents</p>
<p>2.4.3</p>	<p>Competency of effective communication is developed in students through several activities such</p>

	<p>as</p> <ol style="list-style-type: none"> 1. Workshop sessions for effective communication 2. Simulated sessions for practicing communication in different situations 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ 4. Classroom teaching learning situations along with teacher and peer feedback <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: D. Any 1 of the above Remark : Input edited as per the supporting documents</p>
2.4.4	<p>Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses</p> <ol style="list-style-type: none"> 1. Teacher made written tests essentially based on subject content 2. Observation modes for individual and group activities 3. Performance tests 4. Oral assessment 5. Rating Scales <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : Input edited as per the supporting documents</p>
2.4.5	<p>Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of</p> <ol style="list-style-type: none"> 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations <p>Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: E. Any 1 or none of the above Remark : Input edited as per the supporting documents.</p>
2.4.6	<p>Students develop competence to organize academic, cultural, sports and community related events through</p> <ol style="list-style-type: none"> 1. Planning and scheduling academic, cultural and sports events in school 2. Planning and execution of community related events 3. Building teams and helping them to participate 4. Involvement in preparatory arrangements

	<p>5. Executing/conducting the event</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 or 2 of the above Remark : Input edited as per the supporting documents,</p>
2.4.7	<p>A variety of assignments given and assessed for theory courses through</p> <ol style="list-style-type: none"> 1. Library work 2. Field exploration 3. Hands-on activity 4. Preparation of term paper 5. Identifying and using the different sources for study <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above Remark : Input edited as per the supporting documents</p>
2.4.10	<p>Nature of internee engagement during internship consists of</p> <ol style="list-style-type: none"> 1. Classroom teaching 2. Mentoring 3. Time-table preparation 4. Student counseling 5. PTA meetings 6. Assessment of student learning – home assignments & tests 7. Organizing academic and cultural events 8. Maintaining documents 9. Administrative responsibilities- experience/exposure 10. Preparation of progress reports <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: B. Any 6 or 7 of the above</p>
2.4.13	<p>Comprehensive appraisal of interns’ performance is in place. The criteria used for assessment include</p> <ol style="list-style-type: none"> 1. Effectiveness in class room teaching 2. Competency acquired in evaluation process in schools 3. Involvement in various activities of schools 4. Regularity, initiative and commitment 5. Extent of job readiness <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 3 of the above Remark : Input edited as per the supporting documents</p>
2.6.2	<p>Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation</p>

1. **Display of internal assessment marks before the term end examination**
2. **Timely feedback on individual/group performance**
3. **Provision of improvement opportunities**
4. **Access to tutorial/remedial support**
5. **Provision of answering bilingually**

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : Input edited as per the supporting documents

3.2.1 **Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years**

3.2.1.1. **Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3	12	6	8	6

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
02	12	6	8	6

Remark : HEI has not provided ISSN NO. so Input was Edited.

3.2.2 **Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years**

3.2.2.1. **Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4	01	0	0	11

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	0	0	0	10

Remark : Input edited as per the supporting documents.

3.3.1 **Average number of outreach activities organized by the institution during the last five years..**

3.3.1.1. **Total number of outreach activities organized by the institution during the last five**

years.

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	1	1	2

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

Remark : Input edited as per the supporting documents

3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years

3.3.2.1. Number of students participating in outreach activities organized by the institution during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
60	70	60	85	50

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

Remark : Input edited as per the supporting documents

3.3.3 Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

3.3.3.1. Number of students participated in activities as part of national priority programmes during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
60	70	60	85	50

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

Remark : Input edited as per the supporting documents

- 3.4.3 **Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes**
1. **Local community base activities**
 2. **Practice teaching /internship in schools**
 3. **Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
 4. **Discern ways to strengthen school based practice through joint discussions and planning**
 5. **Join hands with schools in identifying areas for innovative practice**
 6. **Rehabilitation Clinics**
 7. **Linkages with general colleges**
- Answer before DVV Verification : C. Any 3 or 4 of the above
 Answer After DVV Verification: D. Any 1 or 2 of the above
 Remark : Input edited as per the supporting documents

- 4.1.2 **Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the last completed academic year.**

4.1.2.1. **Number of classrooms and seminar hall(s) with ICT facilities**

Answer before DVV Verification : 6

Answer after DVV Verification: 4

4.1.2.2. **Number of Classrooms and seminar hall(s) in the institution**

Answer before DVV Verification : 24

Answer after DVV Verification: 4

Remark : HEI has provided only 4 room geo-tagged photographs, so Input was edited

- 4.2.4 **Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)**

4.2.3.1. **Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0.57531	0.34410	0.0910	0.26506	0.21631

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.57	0.34	0.09	0.26	0.21

- 4.2.6 **Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special**

education and physical education by the following ways

1. **Relevant educational documents are obtained on a regular basis**
2. **Documents are made available from other libraries on loan**
3. **Documents are obtained as and when teachers recommend**
4. **Documents are obtained as gifts to College**

Answer before DVV Verification : C. Any 2 of the above

Answer After DVV Verification: E. None of the above

Remark : Input edited as per the supporting documents

4.4.1 **Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)**

4.4.1.1. **Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7.47369	6.54552	9.12463	10.13557	9.71682

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
7.47	6.54	9.12	10.13	9.71

5.1.3 **The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as**

1. **Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
2. **Details of members of grievance redressal committees are available on the institutional website**
3. **Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
4. **Provision for students to submit grievances online/offline**
5. **Grievance redressal committee meets on a regular basis**
6. **Students' grievances are addressed within 7 days of receiving the complaint**

Answer before DVV Verification : B. Any 5 of the above

Answer After DVV Verification: C. Any 3 or 4 of the above

Remark : Input edited as per the supporting documents

5.1.4 **Institution provides additional support to needy students in several ways such as:**

1. **Monetary help from external sources such as banks**

2. Outside accommodation on reasonable rent on shared or individual basis**3. Dean student welfare is appointed and takes care of student welfare****4. Placement Officer is appointed and takes care of the Placement Cell****5. Concession in tuition fees/hostel fees****6. Group insurance (Health/Accident)**

Answer before DVV Verification : C. Any 2 of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : Input edited as per the supporting documents

5.4.2

Alumni has an active role in the regular institutional functioning such as**1. Motivating the freshly enrolled students****2. Involvement in the in-house curriculum development****3. Organization of various activities other than class room activities****4. Support to curriculum delivery****5. Student mentoring****6. Financial contribution****7. Placement advice and support**

Answer before DVV Verification : C. Any 2 or 3 of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : Input edited as per the supporting documents

6.3.2

Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years**6.3.2.1. Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

Remark : Input edited as per the supporting documents

6.3.4 Percentage of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes

6.3.4.1. Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5	16	7	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5	06	05	0	0

Remark : One teacher attending one or more professional development Program in a year to be counted as one only, so Input was Edited.

6.4.2 Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the last five years (not covered in Criterion III)(INR in Lakhs)

6.4.2.1. Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
25	0	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

Remark : HEI has not provided any supporting documents so Input was edited.

7.1.3 Institution waste management practices include

1. Segregation of waste
2. E-waste management
3. Vermi-compost
4. Bio gas plants
5. Sewage Treatment Plant

Answer before DVV Verification : C. Any 2 of the above
 Answer After DVV Verification: D. Any 1 of the above
 Remark : Input edited as per the supporting documents

7.1.4

Institution has water management and conservation initiatives in the form of

1. Rain water harvesting

2. Waste water recycling

3. Reservoirs/tanks/ bore wells

4. Economical usage/ reduced wastage

Answer before DVV Verification : B. Any 3 of the above
 Answer After DVV Verification: C. Any 2 of the above
 Remark : Input edited as per the supporting documents

7.1.7

Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

7.1.7.1. Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
15.50	0.32500	6.17000	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
15.50	0.32	6.17000	0	0

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students on roll year-wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>98</td> <td>100</td> <td>100</td> <td>100</td> <td>83</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>196</td> <td>200</td> <td>200</td> <td>200</td> <td>166</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	98	100	100	100	83	2021-22	2020-21	2019-20	2018-19	2017-18	196	200	200	200	166
2021-22	2020-21	2019-20	2018-19	2017-18																	
98	100	100	100	83																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
196	200	200	200	166																	

<p>2.1</p>	<p>Number of full time teachers year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 271 986 383"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>10</td> <td>10</td> <td>10</td> <td>10</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 463 986 575"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>9</td> <td>9</td> <td>9</td> <td>9</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	10	10	10	10	10	2021-22	2020-21	2019-20	2018-19	2017-18	9	9	9	9	9
2021-22	2020-21	2019-20	2018-19	2017-18																	
10	10	10	10	10																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
9	9	9	9	9																	
<p>3.1</p>	<p>Total expenditure excluding salary year wise during the last five years (INR in lakhs)..</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 734 986 846"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>7.47369</td> <td>6.54552</td> <td>9.12463</td> <td>10.13557</td> <td>9.78388</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 927 986 1039"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>97.46</td> <td>94.21</td> <td>92.54</td> <td>81.35</td> <td>75.35</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	7.47369	6.54552	9.12463	10.13557	9.78388	2021-22	2020-21	2019-20	2018-19	2017-18	97.46	94.21	92.54	81.35	75.35
2021-22	2020-21	2019-20	2018-19	2017-18																	
7.47369	6.54552	9.12463	10.13557	9.78388																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
97.46	94.21	92.54	81.35	75.35																	
<p>3.2</p>	<p>Number of Computers in the institution for academic purposes..</p> <p>Answer before DVV Verification : 25</p> <p>Answer after DVV Verification : 08</p>																				